

RAMSEY MANOR LOWER SCHOOL **PSHCE POLICY**

Ramsey Manor Lower School is committed to safeguarding children and providing a safe, secure and healthy environment for them.

Ramsey Manor Lower School is a Values Education School. Our Values underpin everything we do.

STATUS: GOOD PRACTICE

DATE ADOPTED: March 2010

Policy agreed by staff: RS date: Nov 2017

Policy agreed by Governors: JS date: Nov 2017

Date of next review: November 2020

RATIONALE

At Ramsey Manor Lower School we believe that, regardless of ability, ethnicity, gender, beliefs or personal circumstances, PSHCE teaches children to make sense of the world around them through development of their self-esteem and feelings in a supported environment. It enables children to develop the confidence to express their views in their everyday lives. Children will be provided with a variety of experiences that will encourage them to reach their full potential.

AIMS

Our aim is to ensure that all pupils:

- Have accurate and relevant knowledge,
- opportunities to turn that knowledge into personal understanding,
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities,
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

IMPLEMENTATION

We use a variety of teaching and learning styles in PSHCE both indoors and outdoors. Wherever possible, we encourage our children to apply their learning to everyday situations. During our PSHCE lessons we encourage children to ask as well as answer questions. Whole class teaching is followed up with work in groups, with partners or individually when appropriate to complete tasks, and to practice a wide range of skills they have learned or are developing. Wherever possible teachers provide equal access to the PSHCE curriculum by differentiating appropriately for all children, including supporting less able children and extending the more able. The curriculum in this subject has been organised to ensure that

children in all key stages have access to all areas specified in the PSHE Association Programme of Study (October 2014).

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in PSHCE according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment (as detailed in our SEND policy). More able children will be identified and suitable learning challenges provided.

RESOURCES

Teachers use a diverse range of resource material to cater for all the needs of the children. Children are taught how to use the equipment appropriately and independently.

Opportunities to use ICT to support teaching and learning in PSHCE will be planned for and used as appropriate.

CURRICULUM PLANNING

The Early Learning Goals set out the objectives to be covered in Rainbow Class. The PSHE Association Programme of Study (October 2014) is followed by the rest of the school. The schemes of work followed in KS1 and KS2 are based on the SEAL materials, but incorporate lessons that address SRE, Drugs Education, Healthy Lifestyles and P4C. PSHCE subject specific planning is embedded in planning and class teachers make a note of the PSHCE links in their planning for other subjects.

MONITORING AND EVALUATION

Planning is monitored regularly by the subject leader and is scrutinised annually by the subject leader in discussion with all teaching staff. Planning is to include all cross curricular work, whilst discrete lessons are delivered weekly to ensure all objectives are taught.

ASSESSMENT, RECORDING AND REPORTING

The principles of AFL underpin our methods for formal and informal assessment. Effective assessment will be achieved by;

- Marking of recorded work and formal assessment tasks
- Teacher observation whilst children are engaged in a practical activity, to assess whether particular skills are being used.
- On-the-spot comments by the teacher to a group or individual, to extend, limit or change direction of the given task.
- Pupils are to be given the opportunity to assess their own work, and the work of their peers. e.g. Thumbs up, traffic light system smiley faces
- Discussions with individual children, group or class. Often occurs during plenary time.

- Teachers will make notes to identify children who exceed or do not meet objectives.

This ensures that the progress of all learners is known and their next steps can be planned for with accuracy.

CURRICULUM LINKS

Teachers integrate and apply mathematical skills and knowledge within the framework of the creative curriculum where it is appropriate. Provision for this planning is made on creative curriculum Long Term Plans with referenced and relevant objectives.

LINKS TO OTHER POLICIES AND DOCUMENTS

School Aims and Values
Teaching and Learning Policy
Behaviour Policy
Anti-Bullying Policy
E Safeguarding Policy
Safeguarding Policy
SRE Policy
P4C Policy
Foundation Stage Policy