



Montagu Academy

## MONTAGU ACADEMY

### PSHCE Policy

2017-2018

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## **Montagu Academy**

### **A Policy on PSHCE**

#### **1.0 Introduction**

Montagu Academy is a larger than average sized academy with 464 pupils on roll, ranging in age from 3 years to 11 years. The school community is predominantly white, with 43% qualifying for free school meals, 12% on the SEND register and 7% with English as an additional language. The school serves the community of Mexborough although some pupils come from neighboring villages as well.

#### **2.0 Rationale**

We believe that education in PSHCE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHCE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

PSHE education encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. (PSHE Association)

#### **3.0 Aims and Objectives**

Our objectives in the teaching of PSHE and citizenship are for all of our children:

- ✓ To know and understand what is meant by a healthy lifestyle;
- ✓ To be aware of safety issues;
- ✓ To understand what makes for good relationships with others;
- ✓ To have respect for others;
- ✓ To be thoughtful and responsible members of their community and their school;
- ✓ To become active members of our democratic society;
- ✓ To develop self-confidence and self-esteem;
- ✓ To make informed choices regarding personal and social issues;
- ✓ To develop good relationships with other members of the community.
- ✓ To have an understanding of the British Values that underpin our society

#### 4.0 Planning and delivery

PSHE is not delivered purely in isolation; it is firmly embedded through our curriculum. It is delivered through topic based work, for example within Science. The residential experiences for years 5 and 6 make an important contribution to the pupils' personal, social, emotional and citizenship development and there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. PSHCE is timetabled in each class.

Assemblies support the delivery of PSHE and Citizenship through planned themes and are used to launch specific themes, for example anti-bullying. Assemblies are held weekly to celebrate the success of pupils within school. Each half term every year group, has a specific focus that is woven into the lessons delivered by staff.

The school also makes use of a personalised scheme of work, addressing issues pertinent to the local area, such as dental hygiene, drug misuse. We also develop PSHE and citizenship through various activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 to Year 5 and 6, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

We use a range of teaching and learning styles to teach PSHCE. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Planning is completed by teachers, using the scheme of work and makes reference to SMSC and British Values statements. Lessons are differentiated as necessary and tailored to the individual needs to the pupils within that class, with special consideration towards vulnerable pupils. Lessons are evaluated and children's progress assessed and reported to parents at the end of the year.

Effective PSHE lessons involve a high level of interaction where each pupil has planned opportunities for learning through:

- ✓ The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- ✓ Collaborative work
- ✓ Circle time activities
- ✓ Opportunities for reflection
- ✓ Challenge within a safe environment
- ✓ Accommodating new information and skills
- ✓ Building on current experience and using first-hand learning to achieve positive ends

This work may be a speaking and listening activity where no formal work is recorded or it may be evidenced through written work, pictures or film footage. Written work is recorded in a PSHCE book when necessary but is not a formal requirement in every lesson.

## 5.0 Cross-curricular work

Links are made with PSHE and Citizenship in other curriculum areas as appropriate e.g. R.E., P.E., science, geography and in topic planning as well as in whole school events such as charity events.

We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## 6.0 Assessment and reporting

Teachers assess the children's work in PSHE and citizenship both by making informal judgments as they observe them during lessons and by assessing their work. The children complete a baseline assessment activity at the start of each unit and then add to this at the end of the unit. Progress will be evident. We report these achievements to parents in the annual report and at parent's evenings.

Teacher plan opportunities to create a baseline assessment activity at the start of each unit, which is then revisited at the end of a topic. This provides the children with opportunity to reflect on their learning and demonstrate progress.

## 7.0 RSE

The PSHCE scheme of work contains elements of RSE. Teachers use the RSE policy for guidance on the delivery of these lessons.

## 8.0 Resources

Resources for PSHE are kept in a central location: the staff room and electronically on Teacher Shared.

## 9.0 Monitoring and Evaluation

The PSHE co-ordinator monitors delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision providing a strategic lead and direction for the subject in the school.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- pupil and teacher evaluation of the content and learning processes
- staff meetings to review and share experience
- assessment of pupil learning objectives/outcomes

The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching.

The subject leader is responsible for giving the head teacher an annual summary report, which contributes to the School Development Plan, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

## 10.0 Links to other policies

Teaching and Learning

Safeguarding

Behaviour

Anti-Bullying

RSE

### Policy Update

This policy will be reviewed regularly and will be next updated in 2017, or if changes to the curriculum or organisation within the school, or new guidance from the Government determine that it should be sooner.

The person responsible for updating this policy is Sophie Ogden

Date of policy: September 2017

Written by: Sophie Ogden