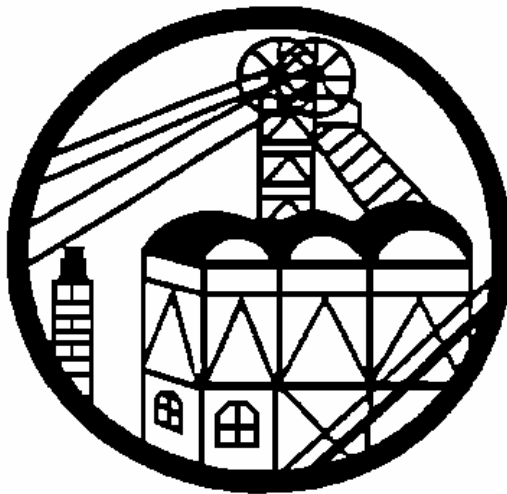


Burradon Community Primary School

PSHCE Policy

Subject Lead: Mrs Claire Liddle



December 2024

Personal, Social and Health Education and Citizenship Policy

Burradon Community Primary School

"Pupils are happy in school. There are many strong characters and personalities but the diverse mix results in a marvellous blend where pupils bounce off each other and get along with great humour"
Ofsted March 2022

Aims and objectives

PSHCE at Burradon Community Primary School focuses on the emotional and physical health and wellbeing of our children. Our well-balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils. It takes its aims from our core values:

Learning together; growing together

Be curious about the world around you, ask questions and investigate.

Care and respect yourself, other people, our school and the wider world.

Persevere and be resilient - be the best you can.

Stay safe, make sensible choices and do things that make you happy.

At the heart of the community

We encourage our children to be responsible and respectful individuals who are well prepared for responsibilities and opportunities in the next stage of their life. We do this by:

- Developing their ability to name and describe their emotions and have a range of effective strategies to deal with emotions such as anger or worry
- Developing their skills to make sensible, informed choices both in school and outside of school including online safety
- Understanding and exploring the importance of perseverance, resilience and setting a goal and how it supports progress
- Saying how they are special and being able to name some things that make them happy
- Understanding the importance of being healthy in relation to healthy eating, exercise, hygiene, first aid and drug education
- Develop an understanding of financial education through exploring themes such as needs and wants and spending and saving
- Understand different career choices including exploring careers which are stereotypically male or female.
- Encouraging children to be a proud to be part of the school community, local area and the wider world and supporting them realise how their choices affect others
- Developing their ability to form and maintain relationships with others and to know how to make amends when things go wrong in relationships

- Develop their understanding of relationships such as different families and puberty for children in Y4, Y5 and Y6
- Encouraging the highest standards of behaviour and supporting those children who find these standards difficult to achieve for a variety of reasons through Thrive and support from other agencies
- Working closely with external agencies such as the Red Cross, Police and NSPCC to reinforce key safety messages

Teaching and Learning

In Early Years Foundation Stage, PSHCE forms part of the PSED Curriculum which is crucial for children to lead happy, healthy lives. These early learning goals are self-regulation, managing self and building relationships. Strong, supportive relationships with adults enable children to understand their own feelings and those of others and begin to manage their emotions. Through supported interaction they will learn how to make good friendships and resolve conflicts. They will be supported to develop a positive sense of self, persevere when they find something difficult and wait for what they want. They will learn how to look after their bodies and become more independent. These attributes will provide a secure platform from which the children can achieve at school and in later life.

PSHCE at Burradon is taught across Reception, KS1 and KS2 in timetabled slots each week. Children also discuss their emotions during circle activities, check in times and Thrive lessons.

Children follow the Lifewise scheme of work which covers all statutory content for relationship and health education. This scheme is supplemented by work around our visions and values, financial Education, careers work and a focus on mental health and wellbeing. We also have whole class Thrive plans to support emotional development as well as group and individual Thrive plans for children that require additional support. We recognise that children need to revise areas from previous years and our PSHCE curriculum follows a spiral approach which consolidates and builds upon learning from previous years.

All PSHCE topics allow opportunities for pupils to discuss ideas and to work together in a collaborative manner through whole class work, paired work and group work. 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, for example charity fundraising or the planning of special school events such as an assembly. 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 and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. We recognise the importance of circle time.

PSHCE in other subjects

Opportunities are sought to link PSHCE with other areas of the curriculum, such as Science, computing, RE, English, PE and Geography, History and art. Our daily planned, collective worship sessions also focus on important PSHCE themes.

PSHCE Computing

Computing makes a contribution to the teaching of PSHCE and Citizenship in that children learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. In recent years E-Safety has become paramount and we invest a lot of time teaching children how to stay safe online including assemblies for parents and House Team days. We address E-safety each half term with all classes.

(Ref: E-Safety Policy)

Emotional Health and Wellbeing

Emotional Health and Wellbeing is paramount for children and staff to be happy, motivated and gain the very best out of school life. By promoting EHWB children are more engaged with their learning, concentrate and learn more effectively. Children are also more confident and have higher self-esteem which leads to improved behaviour and attendance. We have 2 staff trained as Mental Health First Aiders and a Senior Mental Health Lead with overall responsibility for EHWB across the school. We also have support for the Connect Mental Health Team who support with parent/carer sessions, Group and individual sessions for pupils and staff training.

The Thrive approach is used in school to support children's EHWB. We have 2 trained Thrive practitioners who lead 1:1 and group support and we have a dedicated Thrive room to facilitate these sessions. Thrive whole class sessions take place weekly across the school.

Parents are encouraged to be part of the EHWB in school and are regularly invited to open afternoons to look at books with children, whole school assemblies, parents' evenings, maths and reading workshops. We also have a parents/carers group (Burradon Helpers) who meet regularly and organise events and give their views.

The School Council provides children with a right to have their views heard through Class Council Meetings and a suggestion box which leads to improved EHWB. In addition staff regularly interview pupils about their learning in school to improve practice. This includes a pupil questionnaire each year to enable pupil voice to be heard.

We are continually reviewing EHWB for staff and children and have an EHWB action plan for staff and children that is updated annually.

House Teams

House Teams based on our heritage of mining are very successful at promoting teamwork and democracy skills. Children gain house points for good work and behaviour. Each week the team with the most house points gains a rosette in assembly. They can also gain extra rosettes in House Team Days. The winning team each half term receives a treat such as a film in the hall, non-uniform day, ice Cream on the field or sports activities.

The School Council

The School Council are the heart of our school. The representatives, who are elected by classmates each year, have a full and active part in decision making. Meetings are held monthly and representatives come with ideas from their class. They also visit the

younger children in Reception and Year 1 and ask for their ideas and keep them informed.

The School Council also run assemblies regularly to update the whole school on the work they have been doing. They also have their own area on the school website where any news can be accessed. The School Council has received training from staff in school and outside specialists.

Working with external visitors

We recognise that external organisations can enhance the PSHCE work within school by bringing in specialist knowledge and different ways of engaging with young people. We always discuss the detail of how the visitor will deliver their sessions, ask to see lesson plans and ensure that the content is age-appropriate and accessible for the pupils. Visitors are given information on safeguarding in line with school policy. Class Teachers always support the work carried out by visitors and will be present at sessions. Children have also had the opportunity to say which visitors they would like in school.

Eco Team

The Eco Team has representatives from each class, who are elected by their classmates. Meetings are held termly and children have responsibility for different areas such as emptying the compost bin, litter picking and keeping track on paper wastage in each class. They also keep track on electricity usage and ensure lights and computers are switched off when not needed. The Eco Team also focus on healthy lifestyles including mindfulness and yoga.

Sports Crew

Sports Crew organise activities out on the yard. They also help out in PE lessons. They will also support at sporting events and collect ideas about sports they would like to do.

Buddies

Buddies are on patrol each day in the main yard and are easily identified by their red buddy tabards. They have training each year and sign a job description. They hand out raffle tickets for good manners and behaviour in the yard and these are entered into a weekly draw in assembly. Buddy meetings are held each month. EYFS also have older buddies who support the children in their class.

Worry boxes and Worry Monsters

A worry box or monster is situated in each class. If a child has a worry they can write it down and put it in the worry box. Class teachers look at the worries weekly and deal with worries.

Check in stations

Check in stations are located in all the classrooms to enable children to think about how they are feeling when they come into school and during the school day. Staff will speak to children who they feel need a discussion based on the check in boards.

Certificate Assembly

This is attended by the whole school. At least 2 children are chosen from each class by their class teacher for doing something special that week. Reasons could include good manners, being a good friend or working hard. Rainbow Awards are also given out for any child that has reached the rainbow that week on the behaviour chart.

Swimming certificates, sports certificates and any certificates children have received through hobbies at home are also presented. Sometimes guests are invited in to present the children with their certificates.

Attendance

Attendance has a high priority across the school. Being punctual and coming to school is very important. To highlight this attendance is discussed each week during assembly and class percentages from the previous weeks are displayed in the hall.

Golden time

This is a reward for good behaviour and allows children to have unstructured time to choose what they would like to do in class. Children receive 30 minutes each week. Children can also lose golden time if they reach a certain step in our behaviour system and have to fill in a thinking sheet to support them to identify why their behaviour has led to them missing golden time and help them to improve their behaviour moving forward.

Teaching PSHCE and Citizenship to children with special needs

We teach PSHCE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

For more able pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Assessment for learning

Our teachers assess the children's work in PSED, PSHCE and Citizenship both by making judgements as they observe and listen to children during lessons and by marking their recorded work.

In the Early Years Foundation Stage, a baseline assessment is completed on entry to FS1 and this is updated on a termly basis linked to learning objectives. At the end of FS2 assessment is completed against the early learning goals for PSHCE.

For Key Stages 1 and 2 end of year assessments are carried out at the end of the year and children will be working towards standard, expected standard or greater depth in standard. In addition to this children will be assessed linked to learning objectives each lesson.

We report the children's achievements in PSHCE to parents each year in the end of year reports.

Links with other policies

- Positive Behaviour Management Policy
- Drug Education Policy
- Anti-Bullying Policy
- Relationship and Sex Education Policy
- E-Safety Policy
- Teaching and Learning Policy
- Collective Worship Policy
- Food in Schools Policy
- Computing Policy

Monitoring and Reviewing

The PSHCE and Citizenship Subject Leader and Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in their teaching by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

This policy will be reviewed at least every year or sooner if required.