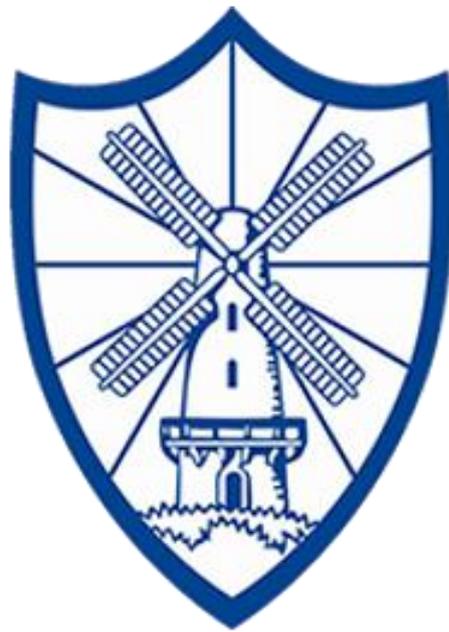




Meopham Community Academy



Enjoy, Learn, Aspire

PSHCE Policy

This policy was reviewed by: Mandy Clarke and Katie Bloor, PSHCE Subject Leaders
Date: November 2017
Approved by Governors: November 2017
Next Review Date: November 2019

Rationale

Personal, Social and Health and Citizen Education, has a place in all aspects of learning. It contributes to the development of a child's individual identity, sense of self-esteem, direction in life, and the ability to be resilient. It contributes to a pupil's emotional development and maturity. All of these things depend on the pupils' active participation in the learning process. Pupils will be at very different stages of personal development when they enter the academy according to different experiences at home, and indeed as they progress through the academy.

Aims

- The development of a personal identity and high levels of motivation.
- The development of positive social interaction and the skills to live with work with and respect others.

Objectives

- The enhancement of self-esteem, and the development of motivation.
- The acceptance of responsibility for one's own actions.
- The development of the individual to be independent, enabling him/her to make informed choices and decisions.
- To improve interpersonal skills.
- To work independently or collaboratively.
- Develop pupils' sense of responsibility for their actions and their ability to contribute to and accept rules.
- Recognise and deal with change and transition.
- Develop spirituality.
- Increase understanding of the academy as a community, and of the wider community.
- The ability to recognise feelings and manage their impact on behaviour.

Planning and Delivering the Curriculum

PSHCE and Citizenship are taught either as discrete lessons using the Go Givers resources or, where appropriate, as part of themed Learning Journeys. Opportunities are also found in other subjects. Pupils' learning in PSHCE is fundamentally affected by the ethos of the academy. A range of teaching and learning strategies are used, including group work, circle time, debate, discussion, role-play, and the use of visitors and outside agencies. In the Foundation Stage the children carry out activities related to the Early Learning Goals. Towards the end of the academy year, children will begin to make the transition from Early Learning Goals to National Curriculum programmes of study for Key Stage 1. Key Stage 1 and 2 follow the National Curriculum programmes of study. The use of ICT is included, as are opportunities for cross-curricular links. Lessons are planned following the Teaching and Learning Policy adopted by the academy. Lessons are delivered by permanent, qualified teachers, usually the class teacher.

Assessment, Recording and Reporting

Opportunities for assessment, both written and by observation are identified in teachers' planning. Information about pupils' attainment is recorded on the termly Foundation Subjects class assessment sheet and will feed into the planning process in order to provide appropriately challenging work. The annual report to parents is based on recorded evidence and assessment based on the Go Givers scheme of work.

Inclusion and Equal Opportunities

Equal opportunities are given to all children, whatever their age, gender, ethnicity, attainment and background. The teaching and learning, achievements, attitudes and wellbeing of every child matters, taking into account their varied life experiences and needs. All pupils have access to all areas of the curriculum. We monitor the progress of each child through agreed assessment procedures.

We pay attention to the provision made for different groups of pupils:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language (EAL)
- Pupils with special educational needs
- Gifted and talented pupils
- Children 'looked after' by the local authority
- Other children, such as sick children; young carers; those from families under stress; pregnant schoolgirls
- Any pupils who are at risk of disaffection and exclusion

We promote the participation and success of these groups of pupils and make sure that they are not disadvantaged. We identify pupils who are underachieving or seem disengaged. We actively promote respect and understanding in a diverse society. We provide appropriate resources and relevant tasks to meet pupils' needs.

Health and Safety

Visitors must sign in and wear identification. Activities outside the academy are carried out in accordance with the academy's Educational Visits Policy, including an initial risk assessment. Outside agencies are made aware of the academy policy and responsibility for the content of lessons remains with the teacher. Teachers deal sensitively with views and feelings expressed by children, taking into account their personal circumstances. We follow the academy's Confidentiality Policy.

The Wider Community

Outside agencies such as the Police, Fire Service and Health Authority are involved in delivery of the curriculum. We welcome links with the media, local government and other local organisations.

Management

Teachers are responsible for teaching PSHCE to their class. Specialist support is available from the Subject Leader, who is responsible for policy documents, curriculum coverage, Subject Improvement Plans, identifying CPD needs and monitoring provision. Budget allocation is made by the Headteacher in light of the Subject Action Plan and the Academy Improvement Plan.

Monitoring

Monitoring by the Subject Leader is based upon discussion with staff and pupils, review of planning, displays and observation of lessons. This evaluation forms the basis for the Subject Improvement Plan, which is completed annually, with regular subject updates to the Team Leader, Headteacher and Governors.