

PSCHE Policy

School Aims

- We provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.
- Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Children are encouraged to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.
- They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- PSCHE is at the centre of teaching and learning in the classroom. It aims to help pupils to leave School able to:
 - Have a healthy lifestyle
 - Feel prepared for the opportunities, responsibilities and experience of life in a British Society
 - Keep themselves and others safe
 - Think critically
 - Be self-reliant
 - Be self-motivated
 - Make choices
 - Have worthwhile and fulfilling relationships
 - Maintain and sustain good relationships
 - Respect the differences between people
 - Develop independence and responsibility
 - Play an active role as members of a democratic society
 - Make the most of their own and others' abilities
 - Manage their feelings
 - Have clear attitudes and values
 - Have an understanding of the world in which they live and the processes, cultures values and principles by which it functions (including the fundamental British values)

- We actively promote PSHE and Citizenship by:
 - Encouraging everybody to take responsibility for their actions through agreement of class rules.
 - Involving children in the setting of their own personal targets and targets for learning
 - Encouraging children to recognise and respect differences between people.
 - Electing Class Councils in a democratic manner. The Councils allow the children to have a voice within the school.
 - Encouraging children to take responsibility for their behaviour and help others in the school
 - Allowing children to feel positive about themselves, by having their achievements acknowledged and receiving positive feedback about themselves.
 - Providing opportunities for the children to make real choices – for example healthy options in meals and forms of play
 - Allowing children to meet and work with different people – for example with outside visitors such as the police or school nurse
 - Encouraging children to ask for help – for example from teacher supervisors or older pupils.
 - Preparing children for change – for example moving on to the next class
 - Helping the children to understand the need to support others less privileged by organising fundraising

We provide a clear and differentiated PSHE and citizenship curriculum which does not undermine British values by:

- Providing opportunity for Circle time and class discussion
- Planning class visits and trips which widen children's experiences beyond the immediate local environment
- Coming together as a school for assemblies to celebrate academic and personal achievements
- Planning curriculum events which encourage the school to work together for example World Book Day, Mother's Day, Science Week and Class Plays

We encourage the involvement of the whole school community by

- Encouraging parents/carers to support trips or whole school events
- Encouraging parents to come into school to share experiences
- The opportunity for parents to volunteer in School e.g. through Christmas Bazaar, Carnival Fest or in the mobile libraries
- The opportunity for parents to attend Open Days

Opportunities

- PSHE is not purely delivered through the formal teaching and curriculum of the school. The way the school is organised, its relationships with parents, the way it deals with extra curriculum activities, with children's needs for responsibility-taking and decision making, its ethos, philosophy and culture will all contribute to the support it gives to young people's personal and social development

- A range of teaching and learning strategies are used to deliver PSCHE which take into account pupils' age, development, understanding and needs.
- Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills.
- Effective PSCHE lessons will 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
 - Opportunities for reflection
 - Challenge within a safe environment
 - Respect for each genuinely made contribution
 - Negotiation
 - Accommodating new information and skills
 - Building on current experience and using first-hand learning
- PSCHE is conducted in a safe learning environment through the use of ground rules and distancing techniques so that the pupils are not put on the spot or expected to discuss their own personal issues in class. For example:
 - Nobody (teacher or pupil) should be expected to answer a personal question.
 - No one will be forced to take part in a discussion
- Visiting speakers from the community, e.g. the Community Police and Fire Officers, make a valuable contribution to the PSCHE programme. Their input is carefully planned and monitored so as to fit into and complement PSCHE in our School.
- Teachers will ensure that all areas highlighted in The Scheme of Work are covered. In addition, teachers will aim to set aside time in class to discuss matters arising from the school Council meetings (flexible lesson time).

Contribution of PSCHE to Teaching in Other Curriculum Areas

Art

- Art gives children opportunities to work with others in groups to explore and develop ideas, make images and artefacts and evaluate their work. Through this, they learn to value different ideas and contributions and develop respect for the opinions of others. They learn about the roles and purposes of artists, craftspeople and designers working in different cultures and begin to develop an understanding of how works of art, craft and design reflect personal, social, and political values and beliefs.

History

- Children learn about lives and lifestyles from the recent and more distant past. They find out about significant people, events and places from Greece and Britain and the wider world. They develop skills that support their learning in

citizenship, for example skills of enquiry and communication. They use a variety of sources of information and communicate their ideas through speaking, writing drawing and the use of ICT.

- Children look at History in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They learn how the past influences the present, what earlier societies were like and about the ideas, beliefs, attitudes and experiences of people in the past.

Geography

- In Geography children develop skills of enquiry and communication, which enable them to research, reflect on and discuss topical issues, problems and events. As they learn about places and environments locally (including the school and its immediate locality) and further afield, they begin to understand the diversity of Cultures and identities in Greece, The United Kingdom and the wider world.

Music

- Music promotes personal expression, reflection and emotional development. As an integral part of culture, past and present, it can help children to understand themselves and relate to others, forging links between home, school and the wider communities to which they belong.

Physical Education

- PE supports citizenship by promoting children's self reliance, self discipline, social responsibility and spirit of adventure. They learn to value and to be sensitive to individual differences and to take part as members of groups and teams.

Religious Education

- RE provides opportunities for children to explore what is fair and unfair, recognise what is right and wrong, and understand and exercise personal, social and moral responsibility.
- In RE children reflect on spiritual, moral, social and cultural issues, using their imagination to understand other people's experiences. It provides a valuable context for children to learn about, appreciate and respect the range and diversity of national, regional, religious and ethnic identities in the United Kingdom.

ICT

- ICT enables children to find, collate and combine information, to make critical judgements about the quality, accuracy and relevance of the information they have found and organise and present their findings to others.
- They also explore issues such as internet safety; including the need to be careful about giving out personal details to people they do not know.

Organisation

- At the Greek School, PSCHE is part of the whole school ethos.
- The school Councils, in Year 6 and Year 7 are used to give children an understanding of the democratic process. Members of the Councils are also actively involved in developing whole school understanding of key PSCHE areas, including healthy eating, community involvement, anti-bullying and looking after the environment.
- There is an assembly every morning with a PSCHE/ religious theme.
- Classroom rules (the “Class contract”) are also used to develop children’s moral code and sense of community.
- We increase our expectations of each child’s sense of self-awareness and independence as they progress through the school.

Foundation Stage

- We teach PSHE and citizenship in Year 6 and Year 7 as an integral part of the topic work covered during the year.
- In PSCHE equal opportunities may be the focus of the lesson as well as a permeating theme.
- PSCHE actively encourages children to develop good relationships. All the children have full access to a range of learning opportunities and experiences.

Differentiation

- We teach PSCHE to all our pupils regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties.
- Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.
- The teaching and learning styles implicit in PSCHE are suited to children’s needs. They relate academic learning to real life situations; encourage discussion, group work and practical experiences where each child responds on an individual level.
- Learning outcomes which result from PSCHE are often demonstrated in a change of attitude or an increased level of maturity which is rarely dependant on a child’s academic ability.

Resources

- Resources for PSCHE are kept in individual classrooms and we also use a variety of appropriate websites.

Assessment

- Teachers assess the children's work making informal judgements as they observe them during lessons.
- We have clear expectations of what pupils will know, understand and be able to do at the end of each key stage.
- Our assemblies celebrate personal achievement and rewards thoughtful, caring behaviour.

Trips

- The day excursions – 3 per year – provided for children of all years make an important contribution to the pupils' personal, social, emotional and citizenship development.

Child Protection

- The school has a separate child protection policy. Effective PSICHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. Information about meetings and activities will be communicated in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents have information about access to the meetings.

This policy was updated on the 15th of March 2018.