

VICTORIA PRIMARY SCHOOL

PSE POLICY

This policy outlines the teaching and management of PSE taught and learnt at Victoria Primary School. The policy has been drawn up to reflect our whole school approach to PSE and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community, supported in partnership with parents.

AIMS

The school's aims in PSE are to:

- To provide a Framework for explicitly promoting social, emotional and behaviour skills, with built in progression for each year group within the school.
- Develop knowledge and understanding of important PSE ideas, processes and skills and relate these to everyday experiences.
- Be curious about the things children observe experience and explore relating to the world around them.
- Provide opportunities where children can apply key skills to enhance their understanding of PSE concepts, positive attitudes and values.
- Use and understand appropriate social, emotional and behavioural vocabulary to communicate ideas.
- Develop the attitudes of critical reflection, enjoyment, curiosity, perseverance, co-operation, turn taking, creativity, inventiveness, open mindedness and willingness to tolerate uncertainty.
- Develop learners' self-esteem and a sense of personal responsibility.
- Promote self-respect, respect for others and celebrate diversity.
- Equip learners to live safe, healthy lives.
- Prepare learners for the choices and opportunities of lifelong learning.
- Empower learners to participate in their schools and communities as active responsible citizens locally, nationally and globally.
- Foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship.
- Prepare learners for the challenges, choices and responsibilities of work and adult life.

Other policies refer to PSE related issues and should be read in conjunction with this policy statement.

- Food and Fitness Policy
- Sex Education & LEA Policy
- RE Policy
- Bullying, the use of force and restraint, discipline and behaviour
- Child Protection
- Policy for Education for Sustainable Development and Global Citizenship
- PE & Health Related Exercise

PROVISION

- Curriculum maps have been updated to reflect changes as published in the Foundation Phase framework and Curriculum 2008 ensuring compliance with statutory orders.

- Schemes of work are being updated through collation of medium / short term planning that highlight changes in pedagogy and links between different subjects that complement key skills consolidation.
- From September 2008 the school has implemented the use of the SEAL resource pack which is designed to facilitate a systematic and spiral approach to Social & Emotional learning.
- Nursery have always implemented an experiential approach to learning, this is now being further developed in reception and is developing in years 1 & 2 as we prepare for full Foundation Phase implementation by 2010.
- Key Stage 2 teachers have been planning for more enquiry based learning with pupils taking greater responsibility for their learning and thus developing more independent lifelong learning skills. Key skills development has been prioritised in the revised planning.
- These approaches will continue to be developed to improve children's key skills and subject specific skills before moving to thematic schemes of work across the whole school.
- Throughout the Foundation Phase and Key Stage 1, PSE will be taught as an integral part of a theme linked with other curriculum areas where possible. Children in Key Stage 1 will follow the programmes of study in National Curriculum 2000 until the foundation phase areas of learning have been 'rolled out' in all infant year groups. However, teacher's planning and delivery of lessons reflect the foundation phase ethos where pupils are encouraged to learn experientially. In the foundation phase the pupils learning in PSE is planned using the Framework for Children's Learning document and the SEAL resource. Links to other areas of the curriculum are made where appropriate.
- Children from years 3 to 5 follow the programmes of study set out in the new subject orders while those in year 6 are taught from the old programmes of study (National Curriculum 2000). From September 2009 all children in Key stage 2 will follow the same programmes of study outlined in the new subject orders.

ASSESSMENT, RECORDING AND REPORTING

- Assessment in PSE is ongoing and formative with a variety of strategies used such as observation, discussion and questioning. Assessment for learning which is becoming embedded in the school encourages children to be more involved in their learning in PSE (See ARR policy for more information)
- Whilst the most significant source of evidence for children's achievement will come from the on going evaluation of lessons, from time to time teachers may feel they need to consolidate these views. Optional Assessment Materials are examples of more formal assessments that may be used for this purpose.(Applicable for science, maths and English)
- Information from assessment is used to inform the teacher's short term planning and to help the teacher identify ways forward for the pupils learning.
- Pupils progress in PSE is recorded using field notes.

MONITORING AND EVALUATION

The curriculum leader and senior management team are responsible for the monitoring standards annually and a full PSE review is implemented in line with the school's curriculum review cycle. The

curriculum leader prepares an annual self-evaluation report that feeds into the whole school improvement plan.

EQUAL OPPORTUNITIES

- We are committed to providing a teaching environment conducive to learning. Each child is valued respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.
- More able children will be challenged and motivated by differentiated work given by the teacher appropriate to his or her needs. Teachers will also use questions that allow the more able child to maintain their involvement in the lesson and demonstrate their knowledge and abilities.
- Most PSE lessons are appropriate for all children since the teacher will differentiate as necessary for those children with specific needs staff. Liaison with the special needs coordinator will sometimes be necessary. However, a pupil whose difficulties are severe or complex may need to be supported by a special needs assistant in addition to appropriately differentiated tasks given by the teacher.

RESOURCES

- All staff have a CD Rom copy of the SEAL resource which includes theme by theme activities, assemblies and resources. These can also be accessed through the Bandapilot web site.

LINKS WITH THE LOCAL AND WIDER COMMUNITY

Every opportunity is given to raising children's awareness of the rich human and physical resources that are available to them both locally and nationally.

- A number of agencies and external bodies are used to provide children with richer and more varied learning opportunities. The local Police Force, Healthy Schools and Cog Moors are some examples of providers who enhance children's learning in a variety of settings.
- Links with the feeder secondary school are exploited to ensure a smooth transition from year 6 to year 7.

This policy will be reviewed annually by the staff and the governing body curriculum committee.

Signature of headteacher: Date:

Signature of chairman of governors: Date:

**OUR LEARNING GOAL IS TO IGNITE OUR CURIOSITY,
MOTIVATE, CHALLENGE AND INSPIRE US SO THAT TOGETHER
WE AIM FOR THE STARS.**