



AKELEY WOOD JUNIOR SCHOOL: PERSONAL, SOCIAL, HEALTH & CITIZENSHIP EDUCATION (PSHCE)

Introduction

At Akeley Wood Junior School we see Personal, Social, Health and Citizenship Education (PSHCE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Aims

The aims of PSHCE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- 1.1. have respect for themselves and others, valuing the differences and similarities between people;
- 1.2. develop good relationships with other members of the school and wider community;
- 1.3. be independent, self-disciplined and responsible members of society;
- 1.4. be positive and active members of a democratic society;
- 1.5. develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- 1.6. know and understand what constitutes a healthy lifestyle;
- 1.7. be aware of safety issues and manage risk in their own lives
- 1.8. to understand what it is to be a British Citizen

2. Curriculum organisation

2.1 Every year group has detailed planning for P.S.H.C.E.

2.2 In addition to this, PSHCE is also taught within other subject areas and as part of cross-curricular projects: Science, Geography, RE, English and History.

- 2.3 PSHCE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-time session in response to a particular event or issue.
- 2.4 Whole school and class assemblies provide an opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.
- 2.5 Curriculum collapse occurs with key U.K events.

3. Teaching and learning strategies

A range of teaching and learning strategies is used:

- 3.1. During timetabled PSHCE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- 3.2. All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.
- 3.3. Visiting speakers such as the police and health workers also contribute to the taught curriculum.
- 3.4. Beyond timetabled PSHCE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
- 3.5. Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; class council meetings; recycling and composting; and by taking on roles of responsibility for themselves, for others and for the school

4. Equal Opportunities

All children have an entitlement to access the PSHCE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

5. Community links

Working in partnership with parents and carers and with the wider school community is an essential element of PSHCE. We seek to involve parents and keep them informed through our newsletters and communications in the pupils' planners. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We have close links with our local church and the music department attend the Ascension Day service annually, when parents are invited to attend.

6. Assessment, reporting and recording

- 6.1 Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning and shared with the children so they understand how to improve.
- 6.2 Teachers assess children's progress in PSHCE:
- by making informal judgements as they observe them during lessons and at other times around school
 - by making formal assessments of their work and performance.

Updated: April 2016
Next Review Date: May 2017

Signed 
Mrs C G Page
Headteacher

Appendix 1



Teaching British Values at Akeley Wood Junior School

At Akeley Wood Junior School **British Values** are celebrated and promoted in a variety of ways.

1. By teaching:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths

This is done during:

- Assemblies
- Circle time
- Curriculum collapse
- Voting for house captains, librarians, school council, monitors, playground leaders.
- P.S.H.C.E lessons

Democracy:

Pupils have the opportunity to have their voices heard through our School Council which hold regular monthly meetings.

Year 5 and 6 vote, after hearing speeches, for House Captains at the beginning of each term. Each class votes for their school council representative.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Golden rules are displayed in all classes and are regularly referred to in the classroom. Children are given Golden Time each week where they are rewarded for abiding by the Golden Rules. Should they not adhere to them then their Golden Time is reduced and they are given time to reflect on the choices they made.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise

their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHCE lessons. Pupils are given the freedom to make choices, for example, by choosing to participate in our various extra-curricular clubs. Informing children of different religions and their beliefs and acknowledging celebrations of different religions and cultures.

Mutual Respect:

The school ethos, values and aims promote respect for others and this is reiterated through our classroom rules, as well as our behaviour policy. Anti bullying week

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society. Assemblies and discussions involving prejudices supported by learning in RE and PSHCE are used to enhance learning. The RE syllabus includes teaching and the celebration of a range of different religions, informing children of different religions and their beliefs. On a more general level, the school undertakes assemblies twice a week which uphold Christian values. These are also taught within formal PSHE and RE lessons and on an informal nature throughout the school days. An element of Christianity is covered in every year group. The local Vicar is regularly involved in a Monday assembly. Patron Saints of the UK: Every year group will acknowledge and celebrate each Patron Saint of the UK day.

British Values in KS1 at Akeley	<i>Description</i>	<i>How may this be observed in the classrooms?</i>	<i>How we demonstrate and promote British Values?</i>
Democracy	<p>This is about making decisions together.</p> <p>Children should be actively encouraged to express their opinions and value others.</p>	<ul style="list-style-type: none"> • Children encouraged to make choices • Problem solving tasks • Playing group games • Children contributing to planning 	<ul style="list-style-type: none"> • Opportunities for children to choose activities or resources linked to Golden Time • Vote for class representatives and monitors • Circle time discussions and PSHCE • Through Drama lessons that incorporate decision making through a story/moral dilemma • Visitors • Questionnaires for pupil, parents and staff
Individual Liberty	<p>This is about encouraging children to have a positive view of themselves and celebrating differences.</p>	<ul style="list-style-type: none"> • Promoting independence • Allowing children to take risks • Promoting positive self esteem • Encouraging children to have their own ideas and share these • Encouraging children to show respect • Encouraging children's self-initiated/personalised learning 	<ul style="list-style-type: none"> • Forest School • Having Classroom monitors, line leaders, librarians and playground monitors • Children's work displayed with positive feedback • Modelling respect, enforcing golden rules for being kind to others • Promoting 'Growth Mindset' • Celebrating achievements in assemblies, the newsletter and during Circle Time • Playtime leaders • SEN provision • E safety • Clubs • Mufti/dress up days • Concerts • Performance in celebration assemblies • Talent show
Rules of Law	<p>This is about children understanding the need for, and following social rules and expectations.</p>	<ul style="list-style-type: none"> • Good behaviour charter or golden rules • Positive reinforcement or praise 	<ul style="list-style-type: none"> • Golden Rules displayed in every room for the children to follow • Reward and discipline systems – Golden time/Sticker charts/House Points/Certificates • Visual routines in place • Books or activities based around emotions, quiet reflection areas • Drama and PSHCE planning and weekly lessons

		<ul style="list-style-type: none"> • Encouraging good routine such as tidying. • Giving children ways to deal with their emotions • Helping children to develop self-control • Accountability – responsibility for their own actions 	<ul style="list-style-type: none"> • Attendance to assemblies on pastoral themes such as Anti-Bullying. • Visits from Police • School rules and behaviour policies • Moral ‘laws’ of different religions
<p>Mutual respect and tolerance for those with different faiths</p>	<p>This is about children respecting their own and other’s cultures and beliefs, creating an ethos based on inclusivity.</p>	<ul style="list-style-type: none"> • Celebrating different festivals from all cultures • Being a part of the local community • Encouraging friendly behaviour and being kind to one another • Playing alongside one Another • Recognising and celebrating differences between one another • Treating each other with respect and tolerance 	<ul style="list-style-type: none"> • Festivals and celebrations included in RE planning. • Golden rules are clearly displayed and followed through • Opportunities in lessons for group learning alongside independent work • Celebrating events or celebrations in a child’s life with a positive attitude through Circle Time and Show and Tell. • Use of resources that challenge gender, cultural and racial stereotyping • Staff taught to understand how to tackle discrimination and can talk about the potential risks from radicalisation and extremism.

British Values in the Early Years at Akeley	<i>Description</i>	<i>How may this be observed in the setting?</i>	<i>How we demonstrate and promote British Values?</i>
Democracy	<p>This is about making decisions together.</p> <p>Children should be actively encouraged to express their opinions and value others.</p>	<ul style="list-style-type: none"> • Encouraging the children to make choices • Child initiated play • Playing group games • Children contributing to planning • Free flow opportunities 	<ul style="list-style-type: none"> • Rolling snack times, offering choices • Opportunities for children to choose activities or resources • Group or key group time • Children’s interests to be added to the planning, and next steps included • Opportunities for children to free flow between areas • Through Drama lessons that incorporate decision making through a story/moral dilemma
Individual Liberty	<p>This is about encouraging children to have a positive view of themselves and celebrating differences.</p>	<ul style="list-style-type: none"> • Promoting independence • Allowing children to take risks • Promoting positive self esteem • Encouraging children to have their own ideas and share these • Encouraging children to show respect 	<ul style="list-style-type: none"> • Areas for independence such as dressing themselves or being ‘helpers’ • Forest School • Child led activities, children’s work displayed with positive feedback • Modelling respect, enforcing golden rules for being kind to others • Promoting ‘Growth Mindset’
Rules of Law	<p>This is about children understanding the need for, and following social rules and expectations.</p>	<ul style="list-style-type: none"> • Good behaviour charter or golden rules • Positive reinforcement or praise • Encouraging good routine such as tidying. • Giving children ways to deal with their emotions • Helping children to develop self-control 	<ul style="list-style-type: none"> • Golden Rules displayed in every room for the children to follow • Reward and discipline systems – Golden time/Sticker charts/House Points/Certificates • Visual routines in place • Books or activities based around emotions, quiet reflection areas • Weekly Group/Key time • Attendance to assemblies on pastoral themes such as Anti-Bullying

<p>Mutual respect and tolerance for those with different faiths</p>	<p>This is about children respecting their own and other's cultures and beliefs, creating an ethos based on inclusivity.</p>	<ul style="list-style-type: none"> • Celebrating different festivals from all cultures • Being a part of the local community • Encouraging friendly behaviour and being kind to one another • Playing alongside one Another • Recognising and celebrating differences between one another 	<ul style="list-style-type: none"> • Festivals and celebrations included in planning. • Golden rules to be displayed and followed through • Opportunities in lessons for group play alongside individual play • Celebrating events or celebrations in a child's life with a positive attitude through circle time and Show and Tell. • Use of resources that challenge gender, cultural and racial stereotyping • Staff understand how to tackle discrimination and can talk about the potential risks from radicalisation and extremism.
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