



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: August 2017

Signed 
Mrs C G Page
Headteacher

Appendix 1 - AKELEY WOOD JUNIOR SCHOOL RE AND PSHCE OVERVIEW 2015/16

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole School
R.E		Special celebrations Special days Prayer Special occasions	Noah Diwali Christmas Easter Parables Celebrations (including Judaism and Muslim)	Eid (Islam). New Year customs. Easter. Old & new testament. Psalms, proverbs and prayers	Parables Christmas story Easter. Hindu worship	Islam Special books (all five major religions). Christmas. Easter The Bible and Christian beliefs	Festivals of light- Diwali and Hanukah. Christmas. Religious buildings(all five major religions). Community worship. Relationships in a Christian context.	School council. Assemblies. Tolerance of other religions. Patron saints of the UK. Curriculum collapse on key UK events. Golden rules. E-safety. Personal awareness and changes (sex ed.) Manners when eating Buddy pairing. Circle time. Sun safety Healthy eating assembly. Sport. Charity donations. Golden rules.
PSHCE	Personal hygiene – washing hands etc. Feelings and friendships. School rules A lot of time is spent focusing on the golden rules.	Belonging Special places Feelings and friendships. Leaders and peoples roles. Democracy and school rules.	Democracy in the school. Law (rules). Healthy eating. Bullying.	Cultural differences. Safety/risks Talents Money. Special people	Bullying, stereotypes, understanding feelings. Britishness covering democracy and voting (linking to school voting and rules).	Cultural differences. Friendship and interpersonal skills. Drugs talk (autumn term).	Citizenship - rights and responsibilities. Rules, law and democracy (linked to school voting). Relationships and personal development. Sex ed. Bullying	

Blue = British Values

PSHCE Planning Overview for Spring and Summer terms 2016

Year	Spring term	Summer term
Reception		
1	Right and wrong, people helping, team work, playing games and friendships.	Staying safe and sun safety, Queens Birthday and other celebrations, British vales, transition to year 2.
2	Friendship, talents, feelings.	Personal development, like and dislikes, fairness, golden rules, right and wrong, opinions, feeling in certain situations, citizenship and roles in the school, roles in the family group.
3	Morals, friendships, making decisions.	The Queen's birthday, St. George's Day, how we treat each other, honesty, respecting differences in each other, sun safety, knowing our bodies, naming body parts, same but different , who are we like, how do we change, keeping healthy.
4	Different opinions and feelings, bullying, healthy lifestyles, stereotyping, positive relationships, warning signs, trust, communication.	The Queen's birthday, St. George's Day, British values, democracy and voting, debating, changes we can control, understanding periods, changes past, present and future, positive and negative feelings, how we can make others feel good.
5	Positive relationships, making situations better, good friendships	Queen's birthday, St George's day, British Values. Male and female reproduction organs, puberty, wet dreams, periods, emotions. Transition to Year 6
6	British values – democracy, parliament, key people, rule of law, respecting different faiths and beliefs, celebrating British values	Democracy linking to in/out of Europe. Queen Elizabeth's birthday. St George day. The importance of British Values. Friendships linked to transition to new schools. Sex ed. review.

Each Year group will also observe the Patron Saint days and the Queen's birthday celebrations. Whole school approach to sun safety.

SRE by Year Group 2015 - 2016

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Animal babies, babies, all about me.</p> <p>Male and female.</p> <p>Living and non-living.</p>	<p>Living things/non living/life cycles (science)</p> <p>Growing up.</p> <p>All about me.</p> <p>All about me (who are we like).</p>	<p>Parents and babies.</p> <p>Male and female.</p> <p>Growing up</p> <p>Living things.</p> <p>Human life cycle.</p> <p>Differences and in the womb (summer term).</p> <p>Naming body parts (summer term).</p>	<p>Same but different.</p> <p>Who are we like.</p> <p>Keeping healthy</p> <p>body awareness (what is private).</p> <p>Personal hygiene.</p> <p>Knowing our bodies, naming parts of the body.</p>	<p>How we change as we grow.</p> <p>Periods.</p> <p>Changes we can control.</p> <p>Puberty - how we change. Changes we can control, Periods. How we change past present and future.</p>	<p>Puberty</p> <p>Periods</p> <p>Wet dreams.</p> <p>Emotions.</p> <p>Male and female reproductive organs</p>	<p>Boy and girls talk section of DVD.</p> <p>Body changes recap with question and answer session</p>

These are just a few of the events we have planned. This will be updated throughout the year.

Date	Event	Aims
September 14 th -15 th	Jewish New Year	To develop an understanding of other faiths. To observe similarities and differences of different faiths
September 21 st	Royal family assembly.	To celebrate the British Royal Family and to learn about family members and the line of succession.
September 28 th	Golden rules assembly.	To reinforce the golden rules and expectations of behaviour to the children.

Date	Event	Aims
October 5 th	Paper bag and recycling assembly	For the children to be aware of the importance of recycling and looking after the environment.
October 8th	Harvest - Foodbank	To give thanks and celebration for the food that has been successfully grown. To raise awareness of how foodbanks are needed and organised in Milton Keynes and to collect food gifts from the pupils to take to the food bank.

Date	Event	Aims
November 2 nd	Britishness assembly	To ensure that the children are aware of the British values of Democracy and the Rule of Law
November 6 th	Guy Fawkes assembly	To understand event in our History that shaped Britain.
November 11 th	Diwali	To develop understanding of other faiths and observe similarities and differences
November 11 th	Armistice day – minute silence and reflection.	To ensure children remember WWII in Britain and the sacrifice made by our ancestors.
November 16-20	Anti-bullying week - All children to have the opportunity to explore the theme of bullying over a range of subjects including Drama, English and PHSE.	To raise awareness of bullying and discuss what we can do to stop it.
November 30 th	Saint Andrews Day – Children to be made aware of this Patron Saint and his importance to Scotland.	For the children to be aware of who St Andrew was and his importance to the people of Scotland
November 30 th	Drugs awareness talk.	For the children to be aware of the dangers of drugs and the difference between legal and illegal drugs and the possible consequences of taking them.

Date	Event	Aims
December 3rd	Christingle service and Christingle boxes of which the money collected goes to the school charity The Global fund for children	To understand the importance of Advent and Christmas within Christianity. To celebrate the true meaning of the Christian festival.
11 th December	Float in the Buckingham Christmas Parade	To raise money for Diabetes and Muscular Dystrophy UK and to foster relationships in the community
14 th December	Christmas jumper day. Children pay £1 for school charity The Global fund for Children.	To raise awareness of children who need support in other countries.

Date	Event	Aims
5 th January	New Year	To understand the first day of the year on the modern Gregorian Calendar as well as the Julian calendar.
18 th January	World religions day.	Spiritual, Cultural - For the children to foster an understanding of other cultures To encourage respect and tolerance for other beliefs
18 th January	Charity cake sale	To raise awareness of the importance of supporting others.
29 th January	Robert Burns Day	To understand the significance of the Scottish Poet and writer and why he is well renowned around the world.

Date	Event	Aims
4 th March	Mothering Sunday	To celebrate a key event in the Christian calendar and to recognise and appreciate mothers and what they do for us.
9 th February	Safer internet day.	To reinforce our e-safety messages so that children are empowered to make safe, moral choices in their internet use
8 th February	Lunch to celebrate the Chinese New Year	To understand how and why Chinese people celebrate their new year
12 th February	Non-Uniform Day in aid of Global Fund for Children	To raise awareness of children who need support in other countries.
12 th February	St. Valentines assembly	For the children to be aware of the origins of this celebration and of the importance of this Saint
Date	Event	Aims
1 st March	St David's Day	Children to understand who St. David was and his importance to the people of Wales
17 th March	St Patrick's Day	Children to understand who St Patrick was and his importance to the people of Ireland
11 th March	Red Nose Day/Sports Relief	To understand that there are people in the UK and Africa, as well as in other parts of the world who live in poverty. To understand how we can help them. To promote fitness.
27 th March	Easter Sunday	To reflect upon and understand the true meaning of Easter within the Christian faith

Date	Event	Aims
21 st April	Official birthday of HM Queen Elizabeth 11	Children to understand why Birthdays are celebrated. Children understand that Britain has a Monarch and that she is the Head of State
22 nd April	Visit by John Bercow.	For children to achieve a greater understanding of democracy and Parliament
22 nd April	St. George's Day assembly.	For children to learn about English heritage and the story of St. George and the Dragon. Children know that St. George is the Patron Saint of England
23 rd April	St. George's Day and Shakespeare Day	Having an awareness of two key British Cultural figures
Date	Event	Aims
1 st May	May Day and Maypole dancing	For children to understand about the traditional English May Day celebrations which include Morris dancing, crowning a May Queen and dancing around the maypole.
16 th May	Pentecost	For the children to be aware that the Pentecost marks the end of the Easter Period.

Date	Event	Aims
June 6 th - 10 th	Democracy Week. The whole school will take part in events which allow pupils to celebrate and understand democracy.	For children to understand democratic processes For children to understand that we live in a democracy For children to understand that not all global citizens have the same rights.
7 th June	Start of Ramadan	To raise awareness of the Muslim faith and the importance of fasting to Muslims. To give children the opportunity to compare to their own beliefs.
June 16 th	Queen's 90 th Birthday Celebrations.	For children to celebrate and have an active role in this historic occasion. To further their understanding of Queen Elizabeth being the Monarch of Great Britain.
June 19 th	Father's Day	So that the children are aware why it is important to celebrate those who look after us.
June 21 st	Summer Solstice	So that the children are aware that this is the longest day of the year.
Date	Event	Aims
WC 4 th July	Curriculum collapse to include Enterprise week. For each class to consider setting up their own business. (Visits from professionals)	For the children to engage socially, working together, sharing views and opinions Understanding of how society works. Developing economic awareness.
	The Olympics.	For children to be involved in a World Wide event and to promote fitness.
7 th July	Eid al Fitr	For the children to learn about the Muslim festival of Eid and how it celebrate the end of Ramadan. For the children to compare different faiths to their own.

Appendix 2



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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