

Cecil Gowing Infant School Personal, Social and Health Education Policy



Approved by Staff: June 2016
Approved by Governors: 1.11.16
Review date 1.11.2020

SignedI. Stubbs Date 1.11.16
Headteacher

Signed.....Fiona Hardman Date 1.11.16
Chair of Governors

AIMS AND VALUES OF THE SCHOOL



INSPIRING IMAGINATIONS

We believe

children are active participants in their learning who:

- want to explore and learn about the world around them;
- enjoy being creative;
- are happy when they are encouraged to succeed and know that their best efforts are highly valued;
- need to feel part of a community;
- need to feel valued as individuals.

adults help children with happy successful learning when they:

- respect and value children as individuals;
- lead by example;
- work together as a team;
- nurture and guide children in a calm atmosphere;
- see themselves as learners too;
- expect children to succeed.

Our school community, of adults and children (including their parents and carers), is one in which each member is valued for his or her unique contribution to the happiness and success of us all. We believe that it is important to understand the need to respect people's cultures and customs and we do not tolerate any form of racist behaviour. In our community all the members are active learners and we expect them to achieve to the full extent of their ability.

Our Philosophy

- For children in our school to become confident independent learners
- For children to be engaged and interested in their learning and follow this up at home with their families
- For children to follow a drama based curriculum which includes Mantle of the Expert
- For children to listen to different points of view and to respect them, even if they don't agree with them
- For children to be confident and empowered to express their own views, feelings and ideas
- For children to understand and manage their own feelings and those of others
- We use the 'Nurtured Heart' approach to enable children to see their own 'Greatness' and the 'Greatness' of others
- For children to develop their own moral values which they apply to their everyday life

This is what a PSHE lesson looks like in Cecil Gowing Infant School

Throughout the school:

- Children are encouraged to ask and answer questions to deepen their understanding
- Children are encouraged to become problem solvers who are taught the skills needed to prevent and resolve conflicts independently
- Circle Time is used on a weekly basis, both for planned discussions but also as a response to any individual class needs
- Assemblies are often related to PSHE and in response to needs which arise within the school
- We use a 'Marble System' as a reward for demonstration of positive behaviour
- A healthy lifestyle is taught and encouraged as part of our curriculum
- Weekly 'Greatness' assemblies celebrate the successes of individual children

This is what we do

Children in Reception follow the EYFS curriculum, supported by the SEAL materials

Children in Key Stage One use PSHE to underpin all aspects of the curriculum, using the SEAL materials when appropriate

Our curriculum maps for each year group are on our school website within 'Parent Information'. These show in detail what the children are learning each half term and provide ideas for parents to support their child's learning at home.

Every adult in our school has the opportunity to strengthen and broaden their own subject knowledge.

This is how we know how well our children are doing

In Reception:

- Observations
- Learning Journeys

Key Stage One:

- Observations
- Responses in Circle Times
- Through partnerships with parents
- Through conversations with individual children and groups

This is how we use intervention:

We use intervention to consolidate learning, support gaps in learning and provide appropriate challenge to meet the needs of every child in our school.

This is delivered by :

- Planned and 'OFF THE CUFF' situations
- Small group
- One to one support when appropriate
- Support from outside agencies

How do we challenge the most able children?

- Deepen their understanding through questioning
- Use what they know to find out what they do not know
- Strengthen their independence in learning

This is the impact of our teaching:

- Every child experiences a broad and balanced curriculum
- Every child is challenged appropriately
- Every child achieves to the best of their ability
- Every child is prepared for the next step in their journey of learning