



Crockerton Church of England Primary School

Potters Hill, Crockerton, Warminster, Wiltshire, BA12 8AB

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VISION STATEMENT

Together we learn and grow, beyond expectations, guided by our faith and values.

PHSE Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

Written	July 2019
Reviewed	September 2020
Author	Headteacher
Next Review	September 2021

We are committed to safeguarding and promoting the welfare of children and young people

Introduction

At the core of what we do in Crockerton are our values. Voted for by our pupils, staff, governors and parents, they are key to the education we want for our pupils. Along with our school rules, our values ensure that we prepare our pupils for life in all its fullness and enable them to flourish. We provide opportunities and learning experiences to enable every pupil in our school to grow securely within the communities of their school, local area, Great Britain and the global community.

Our values curriculum encompasses all of the elements of PSHE, supporting our children to be healthy, safe and responsible citizens who are able to make wise life choices.

Aims

The aims of our values education is to enable children to:

- Believe the importance of **kindness** and how to always be kind.
- Stay **safe**, identifying risks and having the knowledge and skills needed to keep themselves safe.
- Understand their **responsibilities** to help create the environments and experiences they want to have.
- How to build meaningful, healthy **friendships** that enrich their lives and the lives of others.
- Be **compassionate** by showing compassion to others, but also understanding the importance of forgiving their own mistakes.
- Understand **respectful** behaviour. To be able to identify when they are being treated with respect as well as knowing how to treat everyone with respect. Respecting our environment is also key to this value.
- To **persevere** through challenges, acknowledging the strong emotions this can invoke and to have a toolkit they can call on to cope with these feelings in a healthy way.
- To **trust**. To trust their own abilities, to trust changes that occur in life, to identify trusted people in their lives and how these people can support them through tricky situations.
- Understand the role of our **British Values**. Our pupils will actively participate in activities that encourage them to reflect upon and develop their skills to become an active citizen in the British community.

Teaching and Learning

Opportunities for discovery and learning of our values is ongoing throughout the school day and in all areas of our school grounds. Methods used to promote learning of our school values include:

- Reflection areas and activities that enable pupils to take an active role in their learning. These include playing together in the friendship forest; taking peaceful time to write perseverance prayers; creating respect rocks; talking to the trust team to support problem solving and reflection skills; considering and realising ways to support those in need; and many more.
- Being an active member of community, taking a leading role through school council, pupil lead lunch-time clubs, the green team, digital leaders.
- Opportunities for pupils to challenge themselves: performing on stage, competing in a sporting event and trying new things.
- Through PSHE lessons that use a range of interesting and engaging learning activities, vocabulary, resources and questioning and discussions with differentiated activities to ensure all pupils can relate to and access the learning.
- Frequent teacher discussions and training for PSHE issues.
- A PSHE lead teacher with additional training to support teachers with their planning, resourcing and subject knowledge.
- A whole school safety day every two terms and a safety visitor during the alternate terms.
- Whole school and key stage worships which link directly to the taught value for that term.

Delivery of PSHE

PSHE will be delivered:

- Weekly.
- In accordance with our Teaching and Learning Policy.
- With children and teachers being supported to show respect and acceptance of all.
- By our members of staff who have an excellent understanding of Safe-Guarding procedures in our school.
- Calmly with compassion and sensitivity.
- With an awareness of pupils emotions. Monitoring and discussion feelings will be at the heart of each lesson.

- With all staff modelling the values they are teaching.
- Responsively to the pupils' and schools' needs at the time, where appropriate.
- Whenever relevant, teachers will share information with parents about their child's particular strengths or areas for concern with their social and emotional development to support their wellbeing.
- There will be one focus value per term and each school rule will be delivered termly.
- One term each year will be dedicated to the British Values. The terms are as follows: Term one – friendship, term two – compassion, term three – respect, term four – perseverance, term five – British Values, term six – trust. All values will be referred to throughout the school year.

The Curriculum

Our Values and School Rules curriculum has been written using outcomes from Learn4Life and SEAL. Other targets have been added that teachers feel are important skills for our pupils. These include skills from NSPCC and PACES's cognitive behavioural therapy programme 'Friends for life'.

The curriculum is progressive and objectives have been planned across the two year school teaching cycle. Some are repeated and many have links and themes revisited throughout the school's two year cycle, enabling the learning to be embedded.

Relationships Education will become statutory from September 2020. Much of the content is already covered through our Values Curriculum. However, across this year, our curriculum will be reviewed and any gaps in knowledge or skills will be identified and added to the curriculum. As a school, we value the importance of the Relationships Education and welcome the statutory guidance. We wish to ensure it is embedded in a way that will be successful for our pupils and teachers.

Assessment and recording

- Teachers assess the children's learning in our values lessons by making informal judgements as they observe them during lessons and in their conduct around school.
- Teachers will share learning objectives and success criteria with pupils to enable them to self-assess their learning. Where appropriate, pupils may choose their own success criteria.
- Teachers have clear expectations of what the pupils will know, understand and be able to do by the end of each Key Stage. Assessment also offers the children the opportunity to reflect on their own progress.
- Pupils will record their learning in PSHE to the same high standard that they record all of their work. Teachers will apply the marking policy and handwriting policies to any written work.

Inclusion

Our Values and School Rules Curriculum positively supports the school's policy for inclusion. Lessons will be planned in a way that all pupils can learn and make progress. Differentiation will be used where appropriate and pupils should be encouraged to choose activities that meet their own learning needs with an appropriate level of challenge. For pupils requiring additional support with their social and emotional development, appropriate interventions will be put in place, using resources.

Monitoring and review

The PSHE lead teacher, together with head teacher, is responsible for monitoring the standards of children's work and the quality of teaching of the School Values and Rules. The subject leader supports colleagues in the teaching of PSHE by giving them information about current development in the subject, by providing a strategic lead and direction for the subject in the school and by offering expert advice and support with delivering PSHE lessons when require. The subject leader is also responsible for reporting to the head teacher, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. The Values and School Rules curriculum will be discussed with all teachers and revisited each year to ensure all objectives are appropriate, purposeful and relevant. If there are any gaps in the curriculum these will be raised and addressed, including updating the school curriculum to bring it in line with Relationships Education.

Foundation Stage

Our Values and School Rules curriculum are consistent with the EYFS curriculum: a child's personal, emotional and social development; how to develop a child's knowledge and understanding of the world. Through the FS2 curriculum our school values will be taught, with an emphasis on the vocabulary of our chosen values.