Southfield Primary is a friendly and caring school in which the children are supported and encouraged through lessons, assemblies and playtime to achieve their best in every aspect of their learning. Within our diverse and inclusive community we aim to nurture individuals and develop pride and mutual respect for each other and our school.

Rationale

PSHE and Citizenship give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens.

We provide opportunities for our pupils and their families to participate in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so they learn to be self aware, recognise their own worth, manage their own feelings, make and sustain relationships, work well with others and become increasingly responsible for their own learning. They are encouraged to reflect on their own experiences, and to understand how they are developing personally and socially. Children are given the opportunity to explore many of the moral, social, cultural and spiritual issues that are relevant to their lives.

Our pupils experience the process of democracy in school through the election of class representatives, who make up the school council. They are encouraged to voice their views, ideas and opinions through this process, thus making a positive contribution to the school community. Through Citizenship the pupils find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.

Aims

Through developing the social and emotional aspects of learning of self awareness, managing feelings, empathy, motivation and social skills, and encouraging positive self esteem and confidence we aim for them to make informed choices so they will:

- Be as healthy as possible.
- Keep themselves and others safe.
- Have worthwhile and fulfilling relationships.
- Develop independence and responsibility.
- Respect and value the differences between people.
- Play an active role as members of a democratic society.
- Make the most of their own abilities.
Objectives

Our objectives are to ensure all pupils acquire the knowledge, skills and understanding concerned with:

- Being effective and successful learners.
- Making and sustaining friendships.
- Dealing with and resolving conflict effectively and fairly.
- Solving problems with others or by themselves.
- Managing strong feelings such as frustration, anger and anxiety.
- Recovering from setbacks and persisting in the face of difficulties.
- Working and playing co-operatively.
- Competing fairly and winning and losing with dignity and respect for competitors.
- Recognising and standing up for their rights and the rights of others.
- Understanding and valuing the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.
- Developing confidence and responsibility, making the most of their abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safe lifestyle.
- Developing good relationships and respecting the differences between people.
- Recognising the feelings associated with change and developing strategies for adapting and coping with them.

Teaching and Learning

There is a whole school approach to PSHE and Citizenship which is explored through units of PSHCE work including, Drugs and Tobacco, Healthy Lifestyles, Road Safety Awareness, Financial Capability and currently in year 6, Sex and Relationships Education. The above objectives are developed within a spiral curriculum, thus ensuring continuity and progression from Foundation Stage to the end of Key Stage 2.

Provision

- Explicit learning opportunities are time tabled in all classes on a weekly basis.
- In the Early Years and Foundation Stage, personal, social and emotional development is one of the key areas of learning and influences all aspects of children’s experiences.
- Regular assemblies introduce, support and celebrate learning.
- Circle Time is used to explore and resolve a range of issues.
- Small group support is provided by Learning Mentors to children with identified specific needs.
- Cross curricular opportunities are used to promote and consolidate learning and provide a meaningful context.
- Parent and carer support is provided by the schools family worker and learning mentor so that children’s learning is reinforced beyond the school day.
- The objectives are promoted throughout the school day by all staff.

Teaching Styles

A range of teaching styles are used to provide a breadth of leaning opportunities. These include:

- An emphasis on active learning which promotes and supports speaking and listening may involve group activities and games, discussions, enquiry, problem solving, role play, hot seating, decision making, taking responsibility and planning projects.
- A variety of resources such as IWB, DVDs, books, and puppets are used to enhance the learning experience.
School visitors, such as the Life Bus, Fire Service, Police Liaison Officer, School Nurse, NSPCC and members of the local community, are used to complement, consolidate, and extend learning.

Adults model effective social and emotional skills and pupils are encouraged to use their skills appropriately throughout the school day.

Circle Time provides an opportunity for pupils to discuss issues, resolve conflicts within a secure environment. Clear guidelines are established in all classes.

**Assessment and Recording**

In explicit lessons the Learning Intentions and Success Criteria are shared and discussed with pupils. Pupils are given the opportunity to reflect and evaluate their learning. Pupils’ successes are recognised through Golden Time and via our awards assemblies. Where assessments indicate that a pupil has additional needs, support is provided.

Reflection and review activities, preparation for end of theme cross phase assemblies preparation and presentations within the assemblies provide teachers and pupils with a clear insight into their learning.

All teaching staff assess pupils’ progress, by making informal judgements as they observe them during the school day. Teachers make formal assessments for PSHE in annual reports to parents and carers.

Assessments through observation are carried out in Foundation Stage in order to complete the Foundation Stage profile for PSED.

Recently introduced is a self assessment that children complete at the end of each unit of work/SEAL theme. This encourages children to reflect on their learning and identify their own areas for improvement.

**Monitoring and Review**

The PSHE co-ordinator is responsible for:

- Monitoring planning, teaching and assessment.
- Monitoring class contributions for cross phase assemblies.
- Collecting and collating samples of pupils work.
- Meeting with the School Council annually to evaluate the impact of SEAL.
- Updating the policy and schemes of work when necessary.
- Disseminating information about new developments.
- Supporting staff development.
- Monitoring the use of resources.
- Liaising with the Local Authority regarding PSHE issues.