

# Primrose Hill Primary School



## **Personal, Social, Health, Citizenship Education Policy: *A baseline for outstanding practice***

September 2014  
Review date: September 2016

## **KEY PRINCIPLES**

Teaching at Primrose Hill is 'Learning Centred', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart.

### **At Primrose Hill we believe children learn best when:**

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

*These Key Principles are developed in our Teaching and Learning Policy. Their specific application to the teaching and learning of PSHCE is described here.*



## **Key Principle**

**Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Progress in the children's learning, specifically related to PSHCE skills for example, in their books, on the website, in their passports, on the walls, in conversation, in their learning behaviour
- investigating and considering people's beliefs, attitudes and values
- investigating how events, individuals and ideas shape people's lives, often through Circle Times
- considering why people act like they do, drawing on children's sense of empathy, often through Circle Times
- using different sources of evidence, including other people's experiences and knowledge
- providing opportunities to develop ideas through collaboration, discussion and debate, often through Circle Times
- maximising links between other subjects

TEACHERS WILL ENSURE THAT:

- PSHCE learning is covered in its entirety
- Each unit being planned includes opportunities for children to discuss, investigate, use pictorial evidence, read and watch appropriate material, take part in role play activities, visit relevant museums and where appropriate, receive visitors.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- There is a Curriculum Map in place that is broad and balanced
- A monitoring cycle is in place to support the progress of individuals and groups of learners: planning scrutiny, book-looks (No Book Day) and regular checks of the 'Outcomes Folder'.



## **Key Principle**

**Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- PSHCE resources used to support children's understanding of new concepts, key vocabulary, books, posters
- Circle Time activities

TEACHERS WILL MAKE SURE THAT:

- Appropriate resources are selected to support and extend children's learning
- Resources are provided on a differentiated basis to adequately support the variety of abilities and needs

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

Leader of learning will

- source resources
- make links with institutions and inform staff of opportunities for visits, training and resources



## **Key Principle**

**Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best

TEACHERS WILL MAKE SURE THAT:

- they use the PSHCE Scheme of Work to informally keep track of coverage as well as progress

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- monitor outcomes to ensure individuals and groups are making progress
- provide support for SEN and G&T.

## **Key Principle**

**Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- the safe use of resources

TEACHERS WILL MAKE SURE THAT:

- risks have been assessed carefully before carrying out any activities

IMPLICATIONS FOR THE WHOLE SCHOOL:

- health and safety procedures are in place and are adhered to



## **Key Principle**

**Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- photos of PSHCE activities and outcomes from trips are valued and displayed on the website, in classrooms and around the school

TEACHER'S WILL MAKE SURE THAT:

- parents are invited to accompany their children on PSHCE-related trips to share an understanding of the learning
- parents are welcomed in to share in their children's PSHCE learning, through open mornings/afternoons and class assemblies

IMPLICATIONS FOR THE WHOLE SCHOOL:

- ensure parents are informed about school events and relevant topics through regular newsletters, letters, text messaging, notice boards and the school website

## **DISSEMINATION OF THE POLICY**

**The policy will be given to all members of staff and copies will be available for parents.**

## **PROCEDURES FOR MONITORING AND EVALUATION**

**The head teacher, members of the senior management team and members of the curriculum leadership team, will monitor the policy.**