

THE STUDY PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP POLICY

This policy applies to all children including those in Early Years Foundation Stage (EYFS)

PSHE & C includes everything we do to promote our pupils' good health and well-being. It is reflected in the values and ethos of our school.

Aims

- To help our pupils be confident, happy and independent individuals.
- To help our pupils develop their self-knowledge and self-esteem.
- To enable our pupils to distinguish right from wrong and to respect rules.
- To encourage our pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.
- To develop good relationships and a respect for the differences between people
- To develop a healthy, safe lifestyle.
- To begin to develop an awareness of public institutions and services in England.

PSHE is reflected within the values and ethos of the school by:

- Establishing a common sense of purpose.
- Providing a welcoming atmosphere.
- Establishing codes of conduct for positive behaviour and respectful relationships.
- Challenging discrimination and bullying.
- Encouraging pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life.
- Enabling pupils to develop their self-knowledge, self-esteem and self confidence.
- Promoting courtesy and respect.
- Raising and recognising achievement.
- Consulting and valuing all members of the school's community.

We aim to fulfil the five strands of the Every Child Matters outcomes to help children to:

Be Safe

Be Healthy

Enjoy and Achieve

Make a positive contribution

Achieve Economic Well Being

Curriculum Framework

PSHE & C is carried out as a whole school approach. It embraces most activities within the school curriculum and is also studied as a separate subject within the timetable.

In Reception we teach PSHE as an integral part of the work covered during the year. The teaching matches the aim of developing a child's personal, emotional and social development as set out in the EYFS curriculum.

Time Allocation

PSHE is taught through cross-curricular provision, in a specific timetabled slot for each class and in form time.

Teaching and Learning Styles

In the specific lessons, learning is normally through speaking and listening activities: discussion, brainstorming etc. Circle time is used regularly in Reception and Key Stage 1 and occasionally in Key Stage 2.

Assessment

Pupils' progress is monitored informally by teachers through observation.

Differentiation

When PSHE & C is taught as a discrete subject it is very much an inclusive lesson, where the teacher ensures that every pupil is able to participate at their level.

Teachers plan to meet the needs of all pupils by taking into account not only their academic ability but also their confidence at sharing their thoughts and ideas with others.

Gifted and Talented

We look out for girls who may be 'talented' in PSHE in respect of the level or degree of particular personal, social and emotional skills and qualities, which they may possess.

Please see our Gifted and Talented Policy for further details. A useful website is:

www.pshe-association.org.uk/pdf/GiftedTalented.

Whole School Approach

We encourage the feeling of being 'one' school on two sites. We meet together as a whole school at least once a term for a whole school assembly and we watch each other's performances. Sometimes specific activities are organised to bring different year groups together.

School Council

We have a School Council at both Houses which meets regularly to discuss ways to improve our school. One girl from each class is voted onto the School Council each term, from Year 1 to Year 6 (Reception representatives are chosen in the summer term). The reps have a class book in which they jot down suggestions to bring to School Council and notes of the main points discussed. A member of staff chairs the meeting. At present the two members of staff are Miss Gay, Spencer House and Miss Cuerden, Wilberforce House

Assemblies

Both Houses have assemblies four times a week. Assemblies are opportunities for all the girls and staff to gather together as a community. Assemblies usually comprise a hymn, a story or time of reflection and a prayer. They also provide an important opportunity to celebrate success. Individual and class achievements are recognised and certificates given out. We have a weekly Star of the Week assembly at both Houses where a girl in each class is awarded a star badge for effort or achievement in work or behaviour. Any member of staff can nominate a child for a star badge. Each week in assembly we celebrate birthdays. We have a whole school assembly at least once a term (usually at Wilberforce House). Assemblies provide an opportunity to highlight key dates/events in the year, for example, saints' days, birthdays of famous people, Remembrance Day etc.

Charity

Every term the School chooses a different charity to support. The charity is chosen by the girls/staff/parents. In the Summer Term Year 6 girls choose the charity. Any member of Year 6 is able to nominate a charity (through a short presentation) and the girls take a vote. Visiting speakers are invited to talk to the girls at assembly.

Every Thursday is 'Giving Day' where girls are encouraged to bring in money for the chosen charity. Fund raising events are held throughout the year and girls are encouraged to think up ideas and organise them. We try hard to instil in all our pupils the importance of 'giving' to others.

At present we are investigating developing links with a school in Zimbabwe through the charity Tree Africa. Margot Cuerden is coordinating this project.

Transition from Wilberforce to Spencer House

Year 3 travel to Spencer House once a week for their Art lesson and they regularly attend events at Spencer House, to encourage them to feel 'at home'. When they begin in Year 4 they are given a Year 6 buddy to help them settle in. The buddies are encouraged to meet regularly throughout the year eg. sharing lunch and playing together on occasions

Playground

Girls are encouraged to look out for each other at break times.

At Wilberforce House there is a friendship bench for those girls who feel lonely and playtime buddies are appointed to keep a special eye open.

At Spencer House Year 6 girls help Year 4 girls to settle into their new environment in line with the Buddy System.

School Rules

The School Rules are mainly health and safety rules. They are updated regularly through School Council.

Wilberforce House Golden Rules – chosen by the girls through School Council and displayed in the School Hall.

Spencer House Golden Rules – to be drawn up

Class Rules – Each class draws up their own class rules at the beginning of each school year.

Playground Rules – drawn up by the girls through School Council and clearly displayed in both playgrounds.

Rewards and Sanctions

Reception and Key Stage 1: girls are awarded stickers for good work and behaviour.

Prep Department:

Credits – awarded for effort and achievement in work

Merits – awarded for general behaviour, kind and helpful deeds etc.

Debits – are given for poor behaviour and continual forgetfulness

Spencer House:

Merit badges – are awarded in the Autumn and Spring Terms to one girl from each class for being a generally 'good egg' – kind, helpful, responsible, friendly etc.

Prize Giving

We have a Prize Giving at both Houses at the end of the Summer Term to celebrate effort and achievement in work and behaviour.

Residential Visits

The residential visits in Year 4 and Year 6 support our pupils' personal and social development. They provide opportunities to develop self esteem and encourage leadership and co-operative, team building skills

Links with the Local Community and Environment

- Links with the community are provided by regular sports, music, literature and creative events and competitions.
- Visiting speakers, such as charity representatives, health workers, police are invited to both Houses.
- Both Houses have regular concerts, class assemblies and performances for parents and friends.
- Visiting speakers, workshops and theatre groups provide curriculum enrichment.
- We take part in local/community events eg. Wimbledon Village Fair, carolling in the community.
- Our neighbours from the Alms Houses are invited to watch the Reception Nativity.
- We have forged links with the local Norwegian School – sharing performances etc.
- At the Harvest Festival tinned and packet goods are collected for a local charity, The Wimbledon Guild, to distribute to families in need.
- Parents support the curriculum by talking to classes about religious festivals, their jobs etc.

Monitoring

All staff are responsible for delivering the PSHE curriculum, directly and indirectly. The monitoring of the standards for PSHE is the responsibility of the PSHE coordinator (the Deputy Head).

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Next Review: Jan 2012