

## Introduction

Personal Social and Health Education (PSHE) and Citizenship at Trevithick Learning Academy help enable children to create and develop positive, respectful relationships with their peers. Equally vital is the need to develop the knowledge, skills and understanding that children need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Such skills are linked to effective learning and performing in a socially acceptable way. As such, they are fundamental to school well-being and improvement. We at Trevithick Learning Academy believe that PSHE underpins all other aspects of children's learning as it enables them to become responsible, resilient, and life-long learners.

## Aims & Objectives

- Our school's overarching aims and objectives for our pupils are to:
- To make and maintain friendships.
- To resolve conflict effectively as well as fairly.
- To solve problems with others or by themselves.
- To come to terms with strong feelings such as anger, anxiety or frustration.
- To adopt calm optimistic states that promotes achievement and goals.
- To be resilient, able to recover from setbacks and persist in the face of difficulties.
- To understand and value differences and things in common between people, respecting the right of others to have belief and values different from their own.

## Organisation

The PSHE programme will be taught through a range of teaching methods, including a programme called R time. R time is taught once a week in Years R-6. Each session should take 15 minutes. Care should be taken not to let a session run over time. PSHE should be taught in the classroom by the class teacher and doesn't need special spaces. The sessions are non-curricular and suitable for all abilities. They underpin our everyday working practices, therefore making PSHE a core part of a culture and ethos within school.

## Curriculum

At Trevithick Learning Academy we provide a broad and balanced curriculum that promotes the physical, moral, social, spiritual and cultural development of pupils, and to prepare pupils for the opportunities and responsibilities of adult life. The R time programme activities are split into Early Years Foundations Stage and Key Stage One and Key Stage Two. Many of these activities have been designed to focus on the prime areas: Personal, Social and Emotional Development; Communication and Language and Physical Development, with links to the SRE policy.

## Trevithick Learning Academy PSHE Policy



## Roles & Responsibilities

- All staff are responsible for creating a safe and supportive learning environment
- Class teachers are responsible for timetabling, planning and delivering one session of PSHE weekly.
- The PSHE co-ordinator is responsible for planning the whole-school curriculum & ensuring its delivery; training & supporting staff; managing the PSHE budget & resources and organising whole school PSHE events.
- The PSHE co-ordinator is responsible for monitoring progress in teaching & learning in PSHE and reporting to the senior leadership team, and governing body.

## Teaching & Learning Approach

During each 15 minute session the facilitator (class teacher) takes the pupils through a six part process. Each part of the process is important in itself and none should be omitted.

- Begin with creating the context for the lesson by establishing an R time rule and instruction.
- Randomly pair pupils differently for each session.
- Pupils greet their partner in a positive way (Introduction)
- Pairs of children engage in an activity that involves sharing, cooperation and discussing with their partner.
- Pupils feedback to whole class (Plenary/Feedback).
- Session ends with a farewell statement, a thank you that adds to the positive conclusion.

## Inclusion & Differentiation

We at Trevithick Learning Academy promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude by providing teaching and learning opportunities that are matched to the needs of all children. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and for those that English is an additional language. We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

## Assessment

Assessment of PSHE takes place formatively through discussions with pupils and staff, observations and analysis of children's work. Pupils also self-assess against the lesson objectives using AFL strategies such as thumbs up/down. The PSHE coordinator is responsible for the termly monitoring cycle that provides an overview of the quality of teaching and learning taking place. This includes classroom environment checks and pupil voice.

The policy will be available to parents through the school website.

Policy review date: June 2015