



Crockerton Church of England Primary School
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VISION STATEMENT

Be joyful. Grow to maturity. Encourage each other. Live in peace and harmony.

2 Corinthians 13:11

PSHE (Values) 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 2022
Author	Headteacher and PSHE Lead
Review Cycle and Approval	2 Years Head Teacher
Next Review	September 2024

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



Introduction

At the core of what we do in Crockerton Church School, 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.

Through our PSHE (Values) lessons, many of the Relationships and Health Education objectives are taught.

Aims

The aims of our PSHE (Values) education is to enable our community to live together in peace and harmony, by:

- Believing in the importance of **kindness** and how to always be kind.
- Staying **safe**, identifying risks and having the knowledge and skills needed to keep themselves safe.
- Understanding 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.
- Being **compassionate** by showing compassion to others, but also understanding the importance of forgiving their own mistakes.
- Understanding **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 challenges.
- Understanding the role of our **British Values**. Our pupils will actively participate in activities that encourage them to reflect upon and develop their skills and knowledge to become active citizens 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. Ways in which we will develop our school values together 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 weekly PSHE (values) lessons that use a range of interesting and engaging learning activities, vocabulary, resources and questioning as well as 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.

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, sensitivity and dignity.
- With a respect for 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 in need of additional support in order to support their wellbeing.
- There will be one focus value per term and every school rule will be revisited 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 is a spiral curriculum that builds upon previous knowledge and skills.

The Curriculum

Our Values and School Rules curriculum has been written using outcomes from Learn4Life, SEAL and the statutory Relationships and Health Education Curriculum. 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 spiral curriculum is progressive and knowledge and skills have been planned across the two year school teaching cycle.

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.
- Future planning will reflect the pupils' prior learning to support their growth.

Inclusion

PSHE (Values) lessons are an opportunity to celebrate ourselves as individuals and as a community. 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.

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 regularly to ensure all objectives are appropriate, purposeful and relevant. If there are any gaps in the curriculum these will be raised and addressed.

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 are taught.