

Motcombe



PSHEe Policy

At Motcombe School we believe that independent thinking and problem-solving skills are key to ensuring Economic Well-Being for our children's futures in an increasingly competitive world. Children's ability to enquire and pursue independent learning is vital if we are to secure the best outcomes for every child.

Children must be given daily experiences and opportunities that will foster independent learning and enquiry skills. The school environment must reflect the level of importance that is placed on historical enquiry within the school community and must provide for reinforcement, challenge and stimulation.

Policy reviewed annually in Term 6

School Mission Statement

'Flying High Together'

Our School Vision

"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"

Our School Values

1. Motcombe School is a community where children feel safe. It is a place where children can learn, play, work and grow together and where individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

Ethos

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports the development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

Equal Opportunities

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of both buildings and have facilities that include toilets for the disabled.

Exploring and Developing ideas

At Motcombe School, we recognise the importance of effective exploration skills. We ensure that planned learning encourages the children's exploration skills which in turn allows them to development their ideas and which deliver the Early Learning Goals and National Curriculum Objectives. The children will explore thoughts and feelings in a variety of ways, showing them a greater understanding of how they can express themselves in a variety of contexts and in an appropriate manner. They will also develop their listening skills and begin to empathise with others.



Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to explore a variety of social situations	acknowledge that children make better independent learners if they are confident in the skills of exploring and expressing their thoughts and feelings	<p>use the following in Foundation Stage:</p> <ul style="list-style-type: none"> • model good speaking and listening • model questioning and introduce question words; why, when, what how? • use speaking partners to encourage listening and evaluating others ideas, thoughts and opinions • discuss appropriate behaviour demonstrated through role play, not so naughty stories etc. <p>use the following in Key Stage 1:</p> <ul style="list-style-type: none"> • continue all the strategies introduced at Foundation Stage, plus; • provide opportunities to develop thinking, listening and communication skills through opportunities to discuss a variety of social situations as expected within school and the wider community • provide opportunities to discuss topical and current social situations around the world.

Becoming a Global Citizen

At Motcombe School, we recognise that PHSEe helps children to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and learn to understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.



Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to develop their understanding of how & why they learn	believe that children need opportunities to reflect on their own learning	plan opportunities to: <ul style="list-style-type: none"> • explore and discuss different strategies as to how they can develop their independent learning • discuss how they learn – what makes learning easy/more challenging?
provide opportunities for children to reflect on their own experiences and develop their self worth	believe that children learn about their own worth through valuing the contributions they make	plan opportunities for: <ul style="list-style-type: none"> • children to shine in their own unique way through all areas of the curriculum

Who am I? What is my role?

At Motcombe School we ensure that all our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and local communities. Pupils also find out about main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of different communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to discuss their rights and responsibilities both within school and the wider community	believe that children need opportunities to discuss the Golden Rules within school and the rules in the wider community	plan opportunities for: <ul style="list-style-type: none"> • developing their thinking and problem solving skills • developing their debating skills
provide opportunities for children to explore the difference and diversity that is within our school, and local community	believe that children learn to respect others, their cultures and beliefs by discussing why there are differences in our world	plan opportunities for: <ul style="list-style-type: none"> • developing their speaking skills • developing their thinking skills • developing their listening skills • sharing their thoughts and ideas with others
provide children with opportunities to develop their relationships with others, both adults and peers	believe that children learn from working closely with others on various projects	plan opportunities for: <ul style="list-style-type: none"> • mini projects to be undertaken • working with others in small groups

Year Group Targets



At Motcombe School we acknowledge that effective learning stems from knowing where children are, where they need to go, how they are going to get there and how they know when they have 'arrived'.

These targets are intended to ensure that the appropriate progression of skills is planned for during PHSE & C activities. We recognise that children develop their skills at different rates and therefore the most appropriate targets will be selected for each Year Group, Class, Group and/or Individual.

Targets for the Foundation Stage:
<ul style="list-style-type: none">• To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.• To take part in discussions with one other person and the whole class.• To recognise how their behaviour affects other people.
Targets for Y1:
<ul style="list-style-type: none">• To share their opinions on things that matter to them and explain their views.• To take part in a simple debate about topical issues.• To listen to other people, and play and work co-operatively.
Targets for Y2:
<ul style="list-style-type: none">• To recognise, name and deal with their feelings in a positive way.• To recognise choices they can make and recognise the difference between right and wrong.• To identify and respect the differences and similarities between people.

Success Criteria

By following these guidelines, we expect that there will be a consistent approach to the teaching of PHSE & C, which will result in the raising of standards. We will measure our success by monitoring the success criteria listed below;

- Teachers and Teaching Assistant Partners will feel confident in the delivery of high quality Circle Time.
- Children will enjoy debating topical issues.
- Children will be confident in their own skills and capability.
- Children will be able to transfer the skills learnt in PHSE & C across the curriculum.
- Children will make significant progress in all aspects of PSHE & C.
- The standard of behaviour across the school will be at least "good".
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These guidelines will be reviewed annually by the PHSE & C Subject Leaders and information will be reported to the SLTs who will inform the full Governing Body as to the effectiveness of this Policy.