Benedict Biscop Church of England Academy
Policy for Personal Development

Review Date	**Spring 2017**
Next Review Due	**Spring 2018**
Person in Charge	**Vice Principal**
Governance	**Local Academy Council – Personal Development working group**

Other policies that link and should be read in conjunction with this policy:

- *Teaching and Learning Policy*
- *Anti-bullying Policy*
- *Drug Policy*
- *Equal Opportunities Policy*
- *Health Policy*
- *Inclusion Policy*
- *Sex and Relationships Policy*
- *SEND Policy*

Pastoral Care

The quality of relationships between all members of school, staff and pupils, and the relationship with parents and carers is the area that is most commonly associated with the ethos of a church school. It is expressed in the terms of sharing and caring. Jesus was clear in His instructions to the disciples on this matter. "Love your neighbour as yourself" - Matthew 22 : 39. "This is my commandment: love each other". John 15 : 17. Everyone associated with the school is made in the image of God and is to be loved. This is the commandment from which Benedict Biscop CE Academy derives its policy for pastoral care.

We have series of overlapping network of relationships which includes governors, staff, parents, children, parents, church members and members of the community which the school seeks to serve. Our pastoral work will strive to meet the significant challenge to create and maintain such networks in ways which reflect the Gospel. Those who are in leadership roles, which include all who have particular responsibility, ensure that by their personal example they set the highest standards expected.

It is from this premise that Christian love will pervade all aspects of life at Benedict Biscop CE Academy. It will affect how we value work and achievement of pupils and staff. It will be seen in the way in which the school environment is created and cared for. In the way in which the needs of pupils, parents and community are met. The way in which teaching and non-teaching staff work together effectively as a team.

Pastoral care pervades all aspects of school life and therefore will be reflected in the way the school is organised and the policies are written and implemented.

The school's PSHCE policy is part of the school's pastoral system.

Introduction

The curriculum at Benedict Biscop CE Acdemy is organised throughout the school around the 6 areas of learning identified in the Foundation Stage;

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Creative Development [Art, Dance, Design and Technology, Music,]
Communication, Language and Literacy [Drama, English, Modern Foreign Languages]
Knowledge and Understanding [Geography, History, Religious Education, Science,]
Mathematical Development
Personal Development
Physical Development [PE]

The curriculum developed around these areas using Themes identified in the following areas Foundation Stage, Key Stage 1, Lower Key Stage 2, and Upper Key Stage 2. The curriculum is organised over a two year cycle and was devised during the Summer Term 2005.

PSHCE is part of this thematic approach where learning builds upon skills developing across the curriculum.

Personal, social and health education and citizenship (PSHCE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Information technology
Information Technology is not seen as a separate area of the curriculum, but as a tool for accessing learning across every area of the curriculum and the specific skills of ICT will be taught through all other curriculum areas. Key skills ICT deals with the application of ICT to specific purposes. It is not just about using software packages or using operating systems, neither is it concerned only with keyboarding skills and student's ability to copy-type or follow instructions. Rather, key skills ICT is about how students use their knowledge about ICT to find, develop and present information, whether it be text, image or numbers, or all of these in an integrated task.

Information technology includes the ability to use a range of information sources and ICT tools to find, analyse, interpret, evaluate and present information for a range of purposes across the curriculum.

IT teaching offers opportunities for children to:

- develop IT capability, including their knowledge and understanding of the importance of information and of how to select and prepare it;
- develop their skills in using hardware and software to manipulate information in their processes of problem solving, recording and expressive work;
- develop their ability to apply their IT capability and ICT to support their use of language and communication, and their learning in other areas;
- explore their attitudes towards ICT, its value for themselves, others and society, and their awareness of its advantages and limitations.

Aims
The aims of personal, social, health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;

- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Time Allocation

Throughout the school year we aim to seek a balance between all subject areas. We believe that PSHCE is the core of all that we seek to do and achieve in school. It is the fundamental part of the curriculum through which we teach everything. Many of the opportunities are modelled throughout the day and staff build upon these opportunities as they present themselves. PSHCE will be taught using a thematic approach providing flexibility for short and long projects at a relevant time for the children to build onto all their learning. There will be an allocated time for PSHCE on the weekly timetable. Teachers will use their professional judgement in deciding the best use of time.

Strategies for The Teaching Of PSHCE

Teaching and Learning Style:
In planning to meet the needs of each individual we will:

- Motivate and stimulate interest and excitement for learning
- Ensure children discuss their learning take an active part
- Ensure children are given opportunities to develop the knowledge and key skills identified in the National Curriculum
- Provide a broad and balanced curriculum using a thematic approach where curriculum areas are linked.
- Ensure that we use a range of classroom practice and teaching style appropriate to the needs of the learners in the group.
- Use the full range of differentiation strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group.
- Address the literacy and numeracy needs of each individual and make full use of ICT in the provision of learning opportunities for all learners with additional educational needs, setting appropriate yet challenging targets for improvement.
- Monitor progress against targets and share the information with the learner.
- Seek to overcome potential barriers to effective inclusion.
- Ensure display in the learning environment celebrates the achievement of our children and scaffolds their learning to extend their achievement further.
- Provide home learning activities which extend and support learning.

Curriculum Planning For PSHCE

Specific skills and knowledge developed through PSHCE are part of the foundation subjects in the National Curriculum. Our school uses the National Curriculum of work as the basis for its curriculum planning in PSHCE. We have adapted the national curriculum to the local circumstances of our school. We use the

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Social and Emotional Aspects of Learning (SEALs) to provide our core curriculum and build into this a planned programme of Drugs Education and Sex and Relationship Education.

External services and enhanced provision through support, discussion, teaching and advice.

We carry out the curriculum planning in PSHCE in three phases: long-term, medium-term and short-term.

Long-term plans map out the themes covered in each term during the key stage. The curriculum leader for PSHCE will liaise with all curriculum leaders to ensure that learning builds upon learning.

Medium -term plans, provide:
a mapping overview of content [which are constantly being reviewed and amended to ensure relevance for the cohort of children, give details of each unit of work for each term. They ensure an appropriate balance and distribution of work across each term.
key skill development to ensure children progress at a level according to their ability. They identify learning objectives and outcomes for each theme.

Short term /Weekly plans are completed by staff for each lesson. These include:

- the specific learning objectives for each lesson and detail how the lessons are to be taught.
- success criteria which are shared with the children to ensure children understand their next steps to learning.
- activities to engage the children and to lead their development through active participation.

We plan the activities in PSHCE so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school. Children are given opportunities to work together, and with external agencies and explore issues by asking questions and searching for solutions based on developing thinking skills.

Planning is recorded on the intranet and is accessible by all staff. In this way subject/curriculum leaders can monitor and develop learning within their curriculum area. Termly scrutinies of planning and work are carried out by all staff with feedback given to ensure children access the full curriculum.

We will ensure that we plan to meet the needs of the following clearly identifiable groups:

- Gifted and talented learners
- Learners with disabilities
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Needs
- Girls and Boys
- Learners from different faiths
- Learners with emotional, behavioural or social needs
- Learners who are at risk of disaffection or exclusion
- Learners who are "Looked After" in public care
- And any other vulnerable groups that the school identifies.

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Foundation Stage

We teach PSHCE to children in Foundation Stage as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHCE aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Our teaching in PSHCE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in the Foundation Stage when we teach 'how to develop a child's knowledge and understanding of the world'.

Values And Attitudes

The general ethos of our school will set good examples, provide balance and breadth, with sensitive and appropriate support, appreciate differences and involve members of the establishment and the community.

Spiritual, moral, social and cultural development

Learning through the creative curriculum contributes to the children's spiritual development. We also provide children with the opportunity to discuss moral questions, what is right and wrong. Children learn how society has changed and develop skills to become good citizens. They study their own rich cultural heritage and developing an understanding of how this culture is enriched by the multi-cultural British society of today.

Resources

We keep resources for PSHCE and citizenship in a central resource area. Our PSHCE subject leader holds a selection of reference materials for teaching sensitive issues.

Assessment

A variety of assessment takes place to monitor the progress of our children with regards to PSHCE. We carry out both formative and summative assessment:

Formative assessment

We follow the principles of Assessment for Learning in all of our PSHCE teaching and learning. This involves identifying a child's progress in each attainment target, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. Formative assessment is an integral part of all PSHCE sessions. Effective tools used by our teaching staff include:

- Sharing explicit learning intentions and success criteria
- Quality questioning
- Self assessment and peer assessment against learning intentions and success criteria

Summative Assessment

Teachers record the achievements of pupils in PSHCE. We report these achievements to parents each year.

Long term assessment in PSHCE is recorded on each child's annual report with each child receiving a grade (A-C) for effort and attainment over the year.

Medium term assessment in PSHCE is carried out at the end of each module of the SEALs programme of study. Children are highlighted if they are achieving above or below the expectations for their particular year group. Children not highlighted are deemed to be working in line with expectations.

Short term assessment is carried out by individual class teachers using informal and formal observations of individual lessons and these are recorded on weekly lesson plans.

Inclusion

The directors and staff of the academy are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and Community. We will ensure that everyone has an equal opportunity to access the full range of provision available in PSHCE and will actively seek to remove barriers to learning and participation. The teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

Teaching PSHCE to Children With Special Needs

At our school we teach PSHCE to all children, whatever their ability. PSHCE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHCE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs through differentiated activities. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to geography.

We enable pupils to have access to the full range of activities involved in learning creative development. Where children are to participate in activities outside the classroom, for example, an educational visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Recording

A variety of tracking children are selected in each class every year. All work for PSHCE will be kept and passed onto the children's next teacher, this will allow the new teacher an overview of the range of ability of the class. PSHCE records will be kept in assessment folders and be the responsibility of individual class teachers. Records will be passed to the subsequent class teacher at the end of the academic year. Records will also include planning which is available on the school Intranet.

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Role Of The Curriculum Leader/Subject Leader

The role of all subject leaders will consist of:

- Lead curriculum development in the area throughout the school
- Plan progressive curriculum throughout the school linked to identified themes ensuring that key skills are developed
- Monitor progress through curriculum area and ensure this is tracked on a termly basis
- Develop Curriculum action plans which feeds directly into the School Improvement Plan
- Review the policy and scheme of work which will inform action plan
- Carry out an audit of resources annually which will inform action plan
- Organise, maintain, order resources using the allocated annual budget available.
- Ensure children's work is recorded and moderated across the school in the curriculum area.
- Lead professional development across school in response to need
- Provide support and advice to colleagues
- Keep up to date with developments in curriculum area and feed information into Senior Leadership Team
- Link with the directors of the academy and ensure they are informed of curriculum developments on termly basis.

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing creative development so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.

Monitoring And Review

The curriculum leader is responsible for monitoring planning, the standard of children's work and the quality of teaching. The curriculum leader supports colleagues in the teaching of PSHCE development, by giving them information about current developments in the subject and by providing a strategic lead and direction for the curriculum area in the school. The curriculum leader is also responsible for devising an action plan and evaluating this on a termly basis, evaluating strengths and weaknesses in the curriculum area and indicating areas for further improvement. The curriculum leader is responsible for providing an annual overview to the directors of the academy.

Through monitoring and evaluating our practice, constantly reviewing what we do, we will address the following key questions, as identified in our inclusion Policy:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their potential?
- Are our actions effective?

Leadership

The senior leadership team and the curriculum leader or teacher responsible for the subject should have a clear view of the purpose of curriculum development in this area and how learning outcomes can be achieved. Effective communication is necessary at all times. Sharing ideas, involving others in leadership and management considerations can ensure that all staff understand the requirements and that individual talents are put to full use. All staff have a responsibility in maintaining a positive approach to teaching,

maintaining high moral stance, clear vision. Effective interaction and collaboration calls for active participation from all.

Health And Safety

The teacher will be responsible for the health and safety of themselves, classroom assistants, visitors and pupils within their class.

Signed	**Signed**
Chair of Governors	**Headteacher**