



Hagley Primary School

Subject team policy for Personal Development (PSHE, RE and the promotion of British Values)

Date: October 2021

Date of review: July 2022

Responsible member of staff: Members of the subject team

Signature:

(Chair of governors)

Signature:

(Head Teacher)

Introduction

This policy outlines the teaching, organisation and role of the Personal Development (PSHE, RE and the promotion of British Values) subject team at Hagley Primary School. The policy has been drawn up as a result of staff discussion around the commonality and continuity across the subjects, with the aim of creating curriculum coherence. The policy has the full agreement of the Headteacher and has been shared with the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Humanities team as part of the schools' review cycle.

Aims

Through our teaching of these subjects we aim to:

- Develop well rounded individuals,
- Create a sense of place in the world and contribute to communities and wider society.
- Respect and accept different cultures, religions, backgrounds, families and values.
- Develop a holistic appreciation of themselves and others.
- Begin to develop a social and moral compass and a sense of right and wrong
- Understand the importance of being accepting and tolerant,
- Learn about religions and what some of these concepts means to us as individuals.
- Make links and see similarities and understand (accepting) differences
- Promote our school values and identify their importance
- Develop positive relationships
- Develop Self-regulation skills and an awareness of self
- Know how to Keep themselves and others safe (online and offline)
- Know when and how to seek help across a range of situations
- Understand the importance of being physically and mentally healthy
- Develop empathy
- Offer a broad and wide perspective
- Make it relevant to the children's lives (with a focus on learning being diverse and equitable) by:
 - o Visitors and speakers representing a diverse range of experiences
 - o Providing a curriculum which is immersive,
 - o Making real life experiences
 - o Children sharing their own experiences
 - o Local, national, international developments and themes
 - o Exploring misconceptions and developing the knowledge and understanding of the wider world
 - o Develop the skills of critical thinking (knowledge, understanding, reflection and evaluation)
 - o Supporting appropriate choices
 - o Encourage reflective behaviour to make better choices

Through the teaching of these subjects we can also:

- Exploring different jobs and identifying their role within the local area
- Listen to speakers and visitors that represent our diverse community
- Provide visits to the local area, places of worship and other significant places (War Memorial)
- Provide Enrichment through extra-curricular opportunities
- Develop wider schema through our assembly themes and the opportunity to review values, key concepts, individuals and events
- Support charities
- Promote British Values through the deliberate teaching of different religions which promotes mutual respect and tolerance
- Develop a sense of democracy (Eco Council, Science Council, School Council, using of voting within classroom practise e.g voting for next class reading book)
- Develop speaking, listening through drama, debate and writing for a purpose
- Produce balanced arguments and the opportunity to justify opinions
- Reach out to local community
- Experience a variety of texts that give insight into ways of life and the wider world.
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Entitlement

For our RE teaching, we follow the Worcestershire agreed RE syllabus with adaptations based on an evaluation of our own school setting. The fundamental knowledge, skills and understanding of the subject are set out within the

agreed RE syllabus for EYFS – KS2. Please see our separate **PSHE policy** for further information regarding the overview of our PSHE curriculum.

All pupils are entitled to access the curriculum at a level appropriate to their needs arising from race, gender, ability or disability. Educational visits or pupil activities will be adapted to meet individual requirements and to ensure that all pupils make progress to enjoy their learning. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages and this can be done through the use of the progression documents which outlines objectives taught in a previous year group or Key Stage.

Where children show a passion for the subject, or elements of greater depth, teachers will provide additional challenges, discussion points or wider enrichment opportunities where available.

Curriculum

Each year groups wider curriculum is mapped out using a yearly overview. These are evaluated and updated yearly and allow teachers to plan their curriculum based on reflections of the previous academic year; the current cohort; and current events both locally and nationally. Subjects are tied together under a loose topic title and also a series of key concepts. These have been identified, created and mapped out based on a series of curriculum discussions across the school and also to assist with the children's development of broad schema and long-term learning. The use of wider concepts provides 'stickability' for the children to hook their learning onto and allows for connections both within and across year groups and subjects.

Teachers plan lessons using progression grids created by the schools' curriculum lead or through a scheme purchased by the school which is first assessed for quality (see appendix 1). Our school progression grids have been taken from the National Curriculum statements and aims and enable the children to progress with both their knowledge and skills across the primary phase.

Teaching and learning

What strategies do we use to teach these subjects?

- Drama, scenarios, visitors, enquiry, analyse, promoting of school values, use of wider community, assembly themes, staff, parents and children as role models, celebrating success, bringing in relevant role models, keeping up to date with current events, video clips and stories, children sharing experiences, making links, written and verbal responses and reflections

How do you provide feedback in these subjects?

- Verbal and consistent feedback to aid personal development, discussion and challenging through questioning, addressing misconceptions, noticing behaviours and encouraging/celebrating values, communication with parents and parental involvement

Assessment and feedback

We recognise that this can take many forms and will be dependent on the age of the child and also the nature of the activity/content within the subject. Formative assessment is used to guide the progress of individual pupils across all subjects. It involves identifying each child's progress, determining what each child has learned and what should therefore be the next step in their learning. Formative assessment is carried out informally by the teachers in the course of their teaching. Retrieval opportunities provide teachers with feedback on the children's long term learning rather than performance and are planned within a sequence of learning and also at later points in the year. This may also include the retrieval of learning from previous years in order to activate prior learning in preparation for new content. Retrieval activities may include: quizzes, brain dumps and fast fours at the beginning of lessons.

Throughout the year, at the end of a sequence of learning, teachers will make informal summative judgements which will then inform future planning where applicable. At the end of the year, teachers will provide a single summative judgement as to whether the child is Working Towards, Working At or showing elements of Great Depth for their year group. This will be based on the teachers' formative and summative activities throughout the year. A sample of work for each judgement will be collected and used to form a benchmark for the subsequent academic year.

Assessments in these subjects may include:

- Pupil voice and discussion, Thrive screening and assessment, use of zone board to reinforce behaviour and encourage reflection, response to a key questions

Equal opportunities and diversity

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. In line with our equality and diversity strategy, resources, stories, content and visitors/visits are carefully chosen and reflected upon to ensure that our children experience and learn from a wide range of backgrounds and cultures.

Safeguarding

Staff are aware that sometimes disclosures may be made when discussing curriculum content. Should this occur, safeguarding procedures must be followed immediately. Please refer to the Safeguarding Policy.

The role of the subject team is to:

- Support colleagues in the teaching of the subject content, particularly in a field of expertise or interest
- Audit curriculum coverage and delivery through shared monitoring
- Discuss curriculum links across the subjects and feedback to staff
- Keep up to date with developments in the subject of interest/expertise
- Liaise across the subject team regarding resources, events, visits and visitors
- Conduct shared evaluation, impact and action planning for the subsequent academic year
- Provide support in leading events in school within the subject team
- With support from SLT and phase leaders, take part in wider monitoring such as pupil voice and learning walks

Roles and responsibilities

The subject teams have been created based on the roles of staff within school and also their curriculum interests following a foundation subject audit. This allows staff with specialisms and wider interests to be part of a subject team. All teachers are allocated to a team to provide leadership development for the future. Core subject leaders are placed into teams to facilitate discussions as to how the wider curriculum can further enrich the development of reading, writing and mathematics. Individuals may be asked to lead on a specific subject, particularly where there is budget holder responsibility, curriculum development piece of work (e.g. gathering evidence for a quality mark) or whole school event (such as ARTS week). Where subjects are taught by a specialist, they may also lead the individual subject. In some cases, members of the curriculum team may be asked to take responsibility for a specific action, e.g. a whole school event or liaising with an external agency. This will be with the support of the wider curriculum team.

Appendix 1:

