



## **Greenfields School**

### **Policy for Curriculum**

#### **English**

*At Greenfields School we recognise that Literacy unites the important skills of speaking, listening, reading and writing. We recognise these as life skills, which enable us to make sense of the world. As the world changes our children will be required to be able to apply literacy skills in many different areas of both their working and personal lives, so we strive to make sure that when they leave us we have given them all the skills they will need to be literate and have an enjoyment of reading.*

#### **Aims**

*We aim for all children to become confident speakers, listeners, readers and writers with a capacity to express themselves through a variety of different literary activities. Pupils are given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad, balanced and creative curriculum, with opportunities to consolidate and reinforce taught literacy skills.*

*We have incorporated the new National Curriculum 2014 aims into our literacy planning across the school. The new aims are:*

- read easily, fluently and with good understanding*
- develop the habit of reading widely and often, for both pleasure and information*
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- appreciate our rich and varied literary heritage*
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate*

*At Greenfields we seek to maximise children's learning across all areas of Literacy and therefore we include opportunities for cross-curricular literacy activities. As a school we embrace every opportunity to enable the children to engage in purposeful writing within and beyond the curriculum. Our planning is creative and engages the children with key literacy texts that will excite and engage them in the literacy process.*

*All children have opportunities to participate in a range of drama activities which challenge and develop their skills as Speakers and Listeners both within the classroom and as part of their Key Stage activities or whole school performances. These activities give the children the opportunities to rehearse, perform and evaluate in small groups, to other classes or to the whole school.*

### **Speaking and Listening**

*If children are unable to speak a sentence, they cannot write a sentence. Speaking and listening forms a key aspect of writing and it is incorporated in all Literacy lessons. We use a rolling four year programme to ensure coverage in which the whole school focuses on specific genres during different integrated curriculum topics. Literacy is linked to the current topic and this enhances engagement in the Literacy learning. Handwriting practise is individually tailored to support each child's ability level and is linked to their phonic or spelling learning levels and needs.*

### **Reading**

*When children enter the school they have often had interrupted prior schooling and this means they have gaps in their learning most notably in the areas of phonic understanding and early reading skills. By introducing the Sounds Write programme they are better equipped with an understanding of the sound system and are able to blend and segment to word build and become more confident in their reading and writing skills.*

*We create opportunities to listen to children read in a variety of contexts. Reading to a teacher from a reading book is only **one** of the ways children practise reading. Other opportunities include:*

- *Shared reading in Literacy lessons*
- *Guided reading led by a teacher or LSA*
- *Reading their writing to an adult or to a friend*
- *Reading notices, lists, display materials, etc. around the classroom*
- *Reading instructions, plans, recipes etc*
- *Sharing a book or poem with another child*
- *Reading play scripts*
- *Reading extracts from literature or poems for discussion, prediction, cloze procedure*

## **Writing**

*We aim to create a classroom environment which encourages children to write. Dictionaries, Thesaurus and word banks (wow words); lists of connectives are attractively displayed together with ideas for improving work. Interactive learning journeys and working walls support the children's' literacy learning in class. Displays of writing value children's work and encourage them to think about presenting it attractively to their audience.*

*Children are guided to make improvements to their work. Writing skills are taught as part of Literacy lessons. Texts are used as models to provide ideas and structures for writing and children are given the opportunities to build upon this during guided writing sessions, in ability set groups and mixed ability groups within the classroom. Grammar and punctuation are closely linked to texts and to the children's own writing. In shared writing sessions children are taught how to plan, revise and edit their writing. Cross curriculum writing is widely used across the key stages to enhance the children's writing and provide a wider context for writing opportunities across the curriculum. Our planning is based on the requirements of the National Curriculum but also focuses on the needs and abilities of the children. Questioning and group activities are differentiated, where appropriate, to cater for different abilities within the class.*

## **Spelling**

*We want children to develop confidence with spelling through learning to spell correctly, in the course of their own writing, words which they use regularly. We believe that a systematic approach to spelling, based on an understanding of how skills develop, is essential to children's development as writers. Spelling enters into all areas of the curriculum and is part of our regular classroom activity.*

## **Handwriting**

*We aim for our children to become fluent and confident with handwriting by developing a neat, legible cursive style which they will enjoy using and which will enhance their work.*

## **EAL**

*Children entering the school with EAL will be assessed, during the induction period, to determine their language and communication needs. Those needs will be addressed through the teacher's planning and delivery of the curriculum which will appropriately match the learning styles of the pupil whilst also providing 1:1 support to increase confidence in using English. Visual displays in the classroom and learning mats for individual subjects will further support the EAL child.*

## **Mathematics**

*At Greenfields School we recognise that Numeracy plays a pivotal role in everyday experiences and is therefore a vital life skill. Because of this, we aim to provide a learning environment which enables the children to enjoy mathematics and develop into successful and confident mathematicians.*

### **Mathematics and the Curriculum**

*Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. It enables children to understand relationships and patterns in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of mathematics.*

### **Approaches to the teaching of Mathematics**

*The school uses a variety of teaching and learning styles in mathematics. Our principal aim is to develop children's knowledge, skills and understanding. During the daily lessons we encourage children to ask as well as answer mathematical questions. They have the opportunity to use a wide range of resources, such as number lines, number squares, digit cards and small apparatus to support their work. Computing is used in mathematics lessons for modelling ideas and methods. Wherever possible, we encourage the children to apply their learning to everyday situations.*

*In all classes children have a wide range of mathematical abilities so teachers provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. This is achieved through the provision of suitably differentiated learning activities.*

*Adults are used in a variety of different ways to ensure that all children have access to the mathematics curriculum. This could include supporting children with Special Needs or extending children who are more able with extension activities.*

*The teaching of mental starters and plenaries are an essential structure inherent within maths lessons. At the beginning of lessons, the children will receive a variety of "warm-up" activities that are designed to prepare the children for the main teaching focus. The plenary at the end of the lesson enables the teacher to close the lesson with a specific focus. For example the teacher could assess the level of understanding of the children, clarify any misunderstanding, extend the children's thinking or prepare the children for the next lesson by introducing a new idea/concept.*

*The teaching of 'times tables' should be consistently taught with regular chanting, counting on, testing and the teaching of visual and mental strategies to help children achieve their number facts, as these are so pertinent across all aspects of Maths.*

*Time should also be regularly planned into units of work across the Key Stages.*

*Information relating to the progress of individual children, including targets is shared with carers during consultations and with social workers at PEPs. A summary of the progress made by an individual child is included in the annual report.*

### **Links between Mathematics and other subjects in the curriculum**

*The teaching of Mathematics contributes significantly to children's understanding of English by actively promoting the skills of reading, writing, speaking and listening. For example, in mathematics lessons children are expected to read and interpret problems, in order to identify the mathematics involved. They are also improving their command of English when they explain and present their work during the lesson or during plenary sessions.*

*Teachers are aware of the increasing mathematical skills that children are required to have in the Science curriculum including specific skills such as data handling.*

## **Science**

*At Greenfields School we aim to prepare children for life in an increasingly scientific and technological world. In order to develop scientific thinking, we build on children's natural curiosity and enthusiasm for learning. We believe a practical, inspiring and challenging science curriculum is the entitlement of all our children.*

### **Aims**

*Our aims in teaching science are that all children will:*

- *develop a curiosity about the world in which they live*
- *develop an interest and enthusiasm for science and scientific thinking*
- *develop a conceptual understanding of science, a range of scientific skills and scientific knowledge*
- *be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.*
- *develop an understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them*
- *build skills to work both independently and cooperatively*
- *be open minded, creative and show perseverance*

## **Planning**

*Where possible, science is taught as part of topics, but teachers are aware that some science skills have to be taught as distinct lessons. We aim to teach the necessary skills and knowledge required. Children should be taught to build on their investigation work following the 'working scientifically' strand of the National Curriculum wherever possible. Planning for science is kept as practical as possible, allowing children to have first-hand experience to explore for themselves thus stimulating their curiosity. Science teaching in the school is about children developing skills, knowledge and independence when investigating practically. We adapt and extend the curriculum to match the varied needs of the children in our school.*

## **Links between Science and other subjects in the curriculum**

*Children have the opportunity to develop their writing and maths skills in a variety of challenging and stimulating Science activities.*

*Assessment is carried out in a variety of ways:*

- Observing when children are learning, individually, in pairs, in a group, and in classes.*
- Questioning, talking and listening to children.*
- Considering work/materials / investigations produced by children together with discussion about this with them.*

## **Resources**

*We encourage the use of a range of equipment and the outdoor environment to further promote curiosity and embed scientific understanding.*

## **Health and Safety**

*Any risks associated with a scientific activity should be identified and minimised through careful planning. Teachers must identify risks before undertaking a new experiment or activity.*

## **History**

*At Greenfields School we want children to be inspired to learn about those that lived before them. The National Curriculum for Primary History says that "A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.". In KS1&2 History is taught in topic areas within the creative curriculum starting with the development of an awareness of the past and understanding about the passing of time; knowledge of where the people*

*and events they learn about fit within a chronological framework; identifying similarities and differences between their own way of life, and the ways of life in different studied periods. They are encouraged to use a wide vocabulary of everyday historical terms. Children should ask and answer questions and use stories and sources to show that they know and understand key features of events. They continue to develop a chronologically secure understanding of British, local and world History; they note connections, contrasts and trends over time and develop the use of appropriate historical terms. Children should understand how our knowledge and understanding of the past is constructed from a range of sources. In KS3 History is taught in discrete lessons.*

**Aims:**

- We aim to equip our children to be able to ask and answer perceptive questions based on their own interests in the different historical topics that are covered.*
- We aim for children to be able to develop the skills of historical research to use different sources of information (including artefacts, books, photographs and computing).*
- We aim for children to develop an understanding about the passing of time and to then be able to put historical periods and major events in chronological order.*
- We aim for children to develop an understanding of their own lives, and how their lives are different from those people that have lived in the past.*
- We aim to foster an interest in children in the lives of those people that have lived in the past, and for children to be inspired about the different historical topics that are covered across all key stages.*

**Links between History and other areas of the Curriculum**

*History contributes to many subjects within the curriculum across all key stages including English, Mathematics, Science, Geography etc. Every opportunity will be sought to draw historical enquiry skills out of a wide range of activities. This will allow children to begin to use and apply History skills and knowledge in real contexts.*

**Computing:**

*Computing will be used in History teaching, where appropriate, to enhance children's skills in data handling and in presenting written work. Children can use the internet to develop their historical research skills, using a key source to find out further information about a topic. They will have the opportunity to use a digital camera to record and use photographic images.*

**Health and Safety:**

Teachers will follow the "Rules for the safe use of the Internet" to protect children when accessing the internet for research purposes. Teachers should remind children of the rules for the safe handling of artefacts, when appropriate.

**Geography**

Geography is about the study of places, the human and physical processes that shape them and the people who live in them. It helps pupils make sense of their surroundings and the wider world and helps children to understand the ways of life and cultures of people in other places.

"A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes."

National Curriculum – 2014 Geography Purpose of Study

Pupils will focus on Locational Knowledge, Place Knowledge, Human and Physical geography and geographical skills and fieldwork.

**Aims:**

- to develop geographical knowledge and understanding of places in the world.
- to help children to develop a sense of identity through learning about their local area, the UK, Europe and other parts of the world
- to enable children to know and understand environmental problems at a local, regional and global level
- to develop a variety of geographical skills inc. mapping and research skills etc. and develop their geographical vocabulary
- to formulate appropriate questions, develop research skills (collect, analyse and communicate data) and evaluate material to inform opinions

**Planning:**

We make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

**Assessment**

Whilst the most significant source of evidence for children's achievement will come from the ongoing evaluation of lessons, from time to time teachers may feel they need to consolidate this, and tasks will sometimes be set as an assessment opportunity. Key enquiry questioning is also used to determine children's understanding. Information from assessment is

*used to inform the teacher's short-term planning and to help the teacher identify ways forward for the pupils learning.*

### **Fieldwork**

*Fieldwork is integral to good geography teaching, and we include opportunities as appropriate to involve children in practical geographical research and enquiry.*

### **Modern Foreign Language**

*Within KS1&2 MFL is taught in a themed week each academic year. The children are immersed in the language and culture of a country (France, Italy, Spain) during that week.*

*In KS3 French is taught as a discrete subject covering topic areas focussing on familiar and routine matters, such as going to school, sports and hobbies, mealtimes, festivals etc.*

### **Aims:**

- *To contribute to a broad and balanced curriculum for pupils.*
- *To promote positive attitudes to other languages and cultures.*
- *To foster pupils' curiosity about the world, in particular an awareness of Europe as a community.*
- *To provide pupils with practical language skills to enable them to express their thoughts and ideas in another language in both speech and writing.*
- *To develop pupils' knowledge of phonology, grammatical structures and vocabulary.*
- *To promote self-confidence and a desire in children to continue to be successful language learners, particularly for progression to KS3 language learning.*

### **Links between MFL and other areas of the Curriculum:**

*The experience of learning and using a Modern Foreign Language makes a unique contribution to the curriculum by allowing pupils to explore the lifestyle and culture of other country through the medium of their language. In doing so, pupils also reflect on their own lifestyle and culture. In addition, the learning of another language makes an important contribution to learning generally, teaching pupils to pay attention to the meaning and spelling of words, developing awareness of sentence structures and using context to aid understanding. Learning a Modern Foreign Language also promotes social interaction within and beyond the classroom and an improvement of communication skills and mental recall.*

### **Approach to Learning**

*The focus of study in KS1&2 will be on practical spoken communication. In KS3 it will incorporate a balance of spoken and written language. Oral and*

*aural work will expose pupils to the language spoken by a variety of people and in a variety of contexts. Games and songs will also be used to explore the patterns and sounds of language in KS1&2.*

*KS3 Pupils will be encouraged to engage in conversations, asking and answering questions, expressing opinions and responding to others. They will increasingly speak in sentences to present their ideas and information orally to a range of audiences. Grammatical rules will be studied, including masculine and feminine forms, and the basic conjugation of high-frequency verbs, so that pupils are able to apply this understanding to build more accurate sentences. Each unit of work covered will have a purpose, so that on conclusion of the unit pupils will be able to explain or understand something. For example, children will be taught the alphabet so they can spell out their name or a place and also recognise words spelt out for them, useful when booking something or asking for directions. Pupils will work as individuals, in pairs or in groups, depending on the nature of the task.*

### **Religious Education**

*Religious Education at Greenfields follows the agreed syllabus for Religious Education in Kent. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the other principal religions represented in the country. The syllabus is not designed to convert pupils or to promote any particular religion or set of religious beliefs, but rather to give pupils an opportunity to explore the background and ethos of Christianity and other key religions as a basis for forming their own views.*

#### **Aims:**

*To enable pupils to:*

- Appreciate the distinctive nature of religion and the contribution of religious and spiritual insights and values to the search for meaning in life.*
- Develop knowledge and understanding of Christianity and of the other principal religions represented in Great Britain.*
- Develop interest in and enthusiasm for the study of religions and enhance their own spiritual, moral, social and cultural education.*
- Develop the ability to make reasoned and informed responses to religious and moral issues.*
- Recognise the influence of beliefs, values and traditions on culture and community life.*

*Religious Education learning should be a collaborative activity which respects and promotes the child's innate capacity for wonder, awe, reverence, imagination and spirituality. It should provide the child with the language of religious experience related to religious activities, places, stories, symbols, rituals, people and objects.*

**Visits:**

*Visits to places of worship can be a vital part of any Religious Education programme. They provide pupils with an invaluable first-hand experience and an opportunity to discover for themselves a unique atmosphere of a living worshipping faith community.*

**Art & Design**

*At Greenfields School to give the children the opportunity to express themselves visually and verbally through art. Art provides children with a unique way of perceiving themselves and the world which is essential to basic education. Visual understanding and the opportunity to discuss ideas deepens aesthetic responsiveness, enhances the imagination, intensifies feelings and sensitivities. Art gives children the ability to see clearly, to draw, paint, model and handle associated technical problems with confidence.*

**Aims:**

- *to develop creative and technical skills so that ideas can be realised and children achieve success in producing visual images and artefacts*
- *to develop the child's capacity to learn about and observe the world in which they live*
- *to develop children's confidence and aesthetic awareness*
- *to develop the child's ability to express and communicate ideas, opinions, feelings about their own work and that of others*
- *to develop the capacity for imaginative and original thought and experimentation*
- *to develop design capability*
- *to develop knowledge and understanding of art work from other times and cultures, including well-known artists, and to enable them to respond thoughtfully and imaginatively to this, so developing and enhancing their own work*
- *to develop the child's ability to use I.T. where appropriate, as an integral part of the art experience*
- *to provide equal and appropriate opportunities and experiences in art for all children, taking into consideration individual children's needs.*

**Links between Art & Design and other areas of the Curriculum:**

*Art is closely linked to and inter-related with other areas of the curriculum, especially design and technology. The children's work is usually topic based and is organised through cross-curricular planning. We view our art as an integrated part of everything we do although some techniques are taught as a separate entity, they are placed within appropriate units of work. Art work has a very important and valuable place in display work where it can be seen as one feature of a multi-curricular project.*

### **Approach to teaching:**

*The role of the teacher is to provide balanced, relevant and appropriate activities through cross-curricular links. These activities will be planned with appropriate pace and opportunities for constructive feedback to the children. There will be progression and continuity in the technical skills that are acquired and revisited so that art work is enhanced by building upon previous experience.*

*The areas of experience we aim to provide for all children can be broadly grouped under the following headings:*

- *drawing - from observation and imagination*
- *painting*
- *collage and mixed media*
- *print-making*
- *fibres and fabrics - including sewing, weaving and dyeing*
- *3-D work - including clay and construction*
- *using works of art & visits to art galleries/exhibitions*

### **Music**

*Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression. Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world in which they live. Music plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms including music from different cultures and to begin to make judgements about the quality of music.*

### **Aims:**

*The aims of music teaching are to enable children to:*

- *Know and understand how sounds are made and then organised into musical structures.*
- *Know how music is made through a variety of instruments.*
- *Know how music is composed and written down.*
- *Know how music is influenced by the time, place and purpose for which it was written.*
- *Develop the interrelated skills of performing, composing and appreciating music.*
- *Enjoy and appreciate a wide variety of musical styles.*
- *Make and quantify judgements about the quality of music.*

## **Teaching and Learning style**

*At Greenfields we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.*

*Our teaching focuses on developing:*

- An ability to sing in tune and with other people.*
- The skills of recognising pulse and pitch.*
- Working with others to make music, recognising how individuals combine together to make sounds.*

## **Additional Music Teaching**

*Where children express an interest or show an aptitude for studying a musical instrument, arrangements are made for them to receive lessons from local music teachers. This type of activity is discussed with the child's social worker at their LAC or PEP review as it usually requires additional funding. In the past, children have taken drumming or guitar lessons outside school. External Music tutors provide reports on progress on a regular basis and a member of school staff will always accompany the child to provide support and encouragement.*

## **Physical Education (PE)**

*At Greenfields School pupils are encouraged to appreciate the importance of a healthy and fit body, and begin to understand those factors that affect health and fitness. Neither school site has access to a suitable space to carry out many PE requirements but great use is made of open spaces and sports facilities within the locality. This allows access to swimming, gymnastics, climbing, dance etc. The playground area at Greenfields is used extensively for practising skills and rules associated with games such as football, Kwik Cricket, tennis and rounders. It is also used for fitness training and the wooden adventure trail is used to improve agility and balance.*

*In conjunction with PE children are taught about healthy lifestyles and encouraged to eat healthily, drink sufficient water to keep them hydrated and understand the importance of 'five a day'.*

### **Aims:**

- to encourage enjoyment on the part of every child in physical activity*
- to develop physical co-ordination and competence*
- to develop positive attitudes to sport and competition and good social attitudes such as co-operation and tolerance*
- to promote positive attitudes towards health and physical fitness and an understanding of the biological aspects of the body in relation to fitness and well being*
- to provide equal opportunities for all pupils to reach their full potential, regardless of their race, gender, cultural background or physical ability*

- *to develop a full range of physical skills through the maintenance of a balanced physical education programme which has continuity and progression*
- *to help children to be concerned with their own and others' safety in all activity.*

*In P.E. lessons and swimming pupils should be:*

- *physically active*
- *participating in activities which develop motor skills, increasing flexibility, develop stamina and strength*
- *independently solve problems encountered in the course of their physical activities*
- *observing and evaluating both their own and others' work*
- *consolidating and refining skills and action through practice*
- *developing aesthetic and creative movement*
- *aware of the effects and consequences of their actions on themselves and on others*
- *become aware of their own and others' strengths.*

*The activities offered and the teaching approaches adopted seek to provide pupils with opportunities to develop their creative and expressive abilities, through improvisation and problem-solving. Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of learning.*

### **Safe Practice:**

*All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.*

*To ensure safe practice pupils:*

- *should develop awareness of own and others' safety*
- *wear appropriate clothing and footwear (both pupils and staff)*
- *should be involved in appropriate warm up and cool down exercises*
- *should be taught correct procedures for lifting, carrying and placing equipment*
- *should respond readily to instructions, signals and be familiar with established routines and relevant rules.*

### **Approaches to teaching**

*Physical education is, by nature, a very practical activity where pupils learn through firsthand experience. In view of this, pupils should be physically active for a substantial majority of all their P.E. lessons.*

*Teachers will need to plan tasks using a variety of teaching styles in order to provide a broad P.E. curriculum, especially within the restricted space on offer. Where PE lessons are held at a local facility a specialist instructor will teach the lesson. For all lessons it is important that there is a balance between:*

- *group, paired and individual work*
- *competitive and non -competitive activities*
- *development of skills and tactical understanding.*

### **Assessment**

*Direct observations are the most obvious way of collecting evidence in physical education. This may include discussion, response to questions and children's assessment of their own and others' performances. Assessment of children's attainment is a continuous process and criteria are used in assessing children's work in P.E.*

*These include:*

- *accuracy*
- *efficiency*
- *adaptability*
- *ability to do more than one thing at a time*
- *teamwork*
- *agility*
- *stamina to sustain participation*
- *imaginative performance*

### **Sports Days**

*The aims of sports days are to:*

- *allow pupils to participate in athletic and fun competition*
- *develop a sense of individual and team participation and success*
- *experience competition in a controlled environment, and learn to deal with winning and defeat in a sportsmanship manner*
- *have fun*

*School staff and carers will be encouraged to take part in some fun events to model the aims stated above. Certificates are awarded at the end of the Sports Day for both participation and success.*

### **Out of School Hours Learning:**

*Where school staff identify a child with particular skills suitable for extension and enhancement e.g. football, athletics, they will involve the child's key worker in order to pursue additional access to sporting activity for the child. This may also be raised with the child's social worker within a PEP review.*

## **Personal, Social, Health, Citizenship Education**

*This needs to be read in conjunction with the School Safeguarding and Child Protection Policy*

*At Greenfields we regard PSHCE as an important and integral component of the whole curriculum. As such we ensure that it:*

- promotes the spiritual, moral, cultural, mental and physical development of our pupils*
- prepares them for the opportunities, responsibilities and experience they already face and for their future life*
- provides information about keeping healthy and safe, emotionally and physically*
- encourages them to understand how all actions have consequences*
- develops their ability to make informed choices to help themselves, others and the environment*

*PSHCE is intended to build, where appropriate, on the statutory content already outlined in the NC, school curriculum and within the statutory guidance to cover:*

- Health & Lifestyle Well being*
- Relationships*
- Learning in the wider world*

*This includes drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle.*

*Within KS3 there is additional emphasis on Eco-wellbeing and Personal well being.*

*For the pupils at Greenfields PSHCE is also intended to enhance and give opportunities to practice the themes raised by the therapeutic nature of the community. Themes and topics are identified from the SEAL materials which focus on 5 social and emotional aspects of learning which basically fall into two main areas of personal(self awareness) and interpersonal (social skills). It is important to develop these aspects of learning within the curriculum as:*

- They underlie almost every aspect of life*
- They enable pupils to be more effective learners*
- They enable our pupils to get on with other people*
- They enable our pupils to be responsible citizens*

*Our aims are to enable the pupils to:*

- Recognise their own worth;*
- Work well with others;*
- Develop positive relationships and respect others;*

- *Understand our common humanity, diversity and differences;*
- *Know and understand what constitutes a healthy society;*
- *Develop self-confidence and self-esteem, and make informed choices regarding personal and social choices;*
- *Form good relationships with other members of the school and the wider community.*

*The teaching, of necessity, is flexible and responsive to the immediate needs of the pupils in order for them to make sense of their feelings and responses.*

*There is an expectation that residential staff are to continue or reinforce the work that is undertaken in school under the quality standards Reg 8 of The Children's Homes (England) Regulations 2015, including moral and social issues. We provide pupils with opportunities to think about moral and social issues. Pupils are encouraged to develop their sense of self worth by playing a positive role in contributing to school life and the wider community. They learn how society is organised and governed and experience the process of democracy in school through the school council. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society.*

### **Sex & Relationships**

*Sex relationships education is part of a wider programme of personal, social and health education at Greenfields School. It is important that this policy is read in conjunction with the PSHCE policy as the overall philosophy, teaching and learning strategies, resources and methods of monitoring and evaluation are the same. At Greenfields we believe sex relationships education should be presented in the context of family life, of loving relationships and respect; in short, within a moral framework. Great sensitivity, however, must be shown in circumstances where many of the children's backgrounds do not correspond with this ideal.*

#### **Aims:**

*It was felt appropriate to divide our aims into three sections of knowledge, attitudes and skills, particularly as all Government documentation ( Sex and Relationship Guidance, OFSTED Sex and Relationships) emphasises the development in pupils of consideration of the qualities of values and standards and the exercise of personal responsibility in their relationships as well as knowledge about the process of reproduction.*

#### *Knowledge*

- *To help pupils acquire knowledge and understanding of the physical and emotional developmental changes in the human body from childhood through puberty to adulthood.*
- *To provide pupils with knowledge and understanding about the process of reproduction with appropriate use of terminology.*

- *To understand safe and unsafe situations and identify adults they can trust and who they can ask for help.*
- *To recognise how the media impacts on forming attitudes.*
- *To recognise the many relationships in which they are all involved.*
- *To know that their actions have consequences and be able to anticipate the results of them.*
- *To recognise that families are special and know that a range of family arrangements exist, for example second marriages, fostering, extended families and three/four generations living together.*

#### *Attitudes*

- *To assist pupils in developing caring and responsible attitudes to matters related to sexual development and activity.*
- *To encourage the establishment of a personal moral code and to promote self-confidence and self-esteem.*
- *To promote a positive attitude towards considerate behaviour that fosters sensitivity towards others and a concern for their well-being.*
- *To learn the value of respect, love and care towards others, developing their individual conscience.*
- *To develop their critical thinking as part of decision-making.*
- *To recognise the pressure of unwanted physical contact and know ways of resisting it.*
- *To listen to and support others, to respect other people's viewpoints and beliefs.*

#### *Personal and Social Skills*

- *To help pupils make responsible decisions about relationships with others; to be able to express opinions for example about relationships and bullying.*
- *To assist pupils to manage the physical/emotional changes they may experience as part of the growing up process.*
- *To be self confident in a wide range of new situations, such as making friends.*
- *To be able to listen to, support their friends and manage friendship problems.*
- *To be able to recognise and challenge stereotypes for example in relationship to gender.*

#### **Curriculum:**

*Our sex education programme starts with coverage on family life and personal safety. The children discuss changes and the way we grow from young to old. They explore feelings and also cover personal hygiene aspects. This is part of their ongoing Personal, Social and Health Education work. They will look at how young animals grow and are cared for. They will discuss basic rules for keeping themselves safe and healthy. Children continue to work on feelings and emotions. They also look at body changes from 0 - 11 years and the ways to keep our bodies healthy. They will consider safe places, safe people, who to talk to when you are*

worried and when is a secret not a secret. They also consider personal hygiene. They will consider the ways in which they are alike and different from others. They will work on how their feelings and actions have impact on others.

The more specific areas of sex education are introduced in year 5/6 when children are looking at developmental changes up to puberty and what makes a healthy adult. They explore patterns of friendships and relationships that they have with others. They look at how changes in the body affect us and the need for good hygiene.

The area of sex education involving the process of reproduction in humans, will be covered by the year 7 children. It covers sexual organs of the body, how changes at puberty affect the body in relation to hygiene and the emotions. It revisits relationships and peer pressure.

We believe sex education should be integrated into normal class work and will be carried out by the class teacher. We also enlist the services of the school nurse who provides additional resources and information. Provision is also made for one single sex session (or more if felt necessary) for children to be able to ask questions in the company of their own gender. Because of the sensitive nature of several aspects of sex education, e.g. contraception, HIV/Aids, homosexuality and abortion, we feel that it is not appropriate to formally include them in our planned programme of sex education. We acknowledge that some children may be aware of these issues and may introduce them into a discussion. It is therefore our policy to answer such questions honestly and without bias. If particular concerns or worries arise on the part of the pupil or teacher then contact will be made with the home after consultation with senior staff.

### **Spiritual, Moral, Social and Cultural**

The aim of SMSC within Greenfields School is to help pupils develop into self-assured, confident, happy, positive young people. Pupils should learn to articulate their feelings and justify them in both informal and formal settings and be given responsibility and trust to develop their confidence. This can be developed these by celebrating achievement, encouraging pupils to have the confidence to undertake difficult tasks and have a wide range of experiences.

Pupils should also be encouraged to question things which prevent them developing into confident adults – particularly lack of aspiration and unfair discrimination. It is important for the adults and older pupils in the school to provide appropriate role models for younger pupils.

It is important that pupils are enabled to distinguish right from wrong and to respect the civil and criminal law of England and the implications for an individual. This includes an understanding that all people living in England are subject to the laws of the land. The school's ethos supports the rule of

*law and therefore requires pupils to develop their own moral sense whilst understanding the impact of their actions on other people.*

*At Greenfields pupils are encouraged to accept responsibility for their behaviour, show initiative and contribute positively to the Greenfields Community and more widely, that is locally, nationally and globally.*

*Our aim is to develop pupils who know how to act responsibly, and who become more independent as they grow older. Pupils are given responsibility within the school through a School Council with representatives who meet with the Head Teacher to discuss issues concerning all pupils.*

*Pupils are provided with a broad general knowledge of public institutions and services in England to help them understand how these operate and affect their own lives. They are also enabled to gain knowledge and respect for their own culture as well as understand other cultures. Culture is about the factors that are common to communities, such as custom, traditions, dress, food, and so on. It can be examined from both a historical and a contemporary perspective. Whilst culture is different to faith, the two can be interlinked and influence each other. Pupils are encouraged to regard all faiths, races and cultures with respect.*

*The following points describe the knowledge and understanding to be engendered in pupils through SMSC:*

- An understanding as to how citizens can influence decision-making through the democratic process*
- An understanding that participation in elections by those opposed to democracy should be allowed by law, but the success of such candidates is undesirable for the well-being of society if it would lead to the end of democracy*
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety*
- An understanding that bodies such as the police and the army can be held to account to the people, through the democratic organs of government*
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviour;*
- Some understanding of the problems of identifying and combatting discrimination  
(Equality Act 2010)*

*These points can be achieved by:*

- *Ensuring that all pupils within the school have a voice that is listened to, for example by having democratic processes such as a school council whose members are voted for by the pupils*
- *Organised visits to local councils, Parliament and places of worship of other faiths*
- *Using teaching resources from a wide variety of sources to help pupils understand a range of faiths, and beliefs such as atheism and humanism.*

*Where political issues are brought to the attention of pupils they should be offered a balanced presentation of opposing views.*

### **Creative Curriculum**

*At Greenfields School staff are committed to providing a broad, balanced and creative curriculum, which will serve to meet the complex and varying needs of all pupils in the school and reflects their levels of experience, knowledge, skills and understanding.*

*Planning and delivery of the curriculum is based on the 'topic' approach and was founded on a more creative curriculum which linked themes, objectives and opportunities to engage and involve the children in their learning experience.*

*This more creative curriculum supports the ethos of the school enhancing the teaching and learning and the individuality of the school.*

### **Organisation**

#### **KS2**

*There is a four year rolling programme organised into themes for each term which in turn provides a progression of skills for Foundation Stage through to Year 6.*

*In order to make our curriculum truly creative and to concentrate on developing fundamental skills for learning we cover the following areas:*

- *Knowledge and Understanding of the World*
- *Creative Development*
- *Physical Development*
- *Personal, Social & Emotional Development*
- *Communication, Language and Literacy*
- *Mathematical Development*

*Where areas/skills to be covered cannot be fitted into a particular theme or topic these may be taught as a discrete topic e.g. science investigations; music; RE; MFL. In addition Literacy and Numeracy will be taught as discrete subjects as well as part of the creative curriculum wherever cross curricular links are possible.*

### **KS3**

*There is a two year topic cycle linked to the whole curriculum dimension and contains six subject areas with six values:*

- *Enterprise (Value = Co-operation)*
- *Healthy Lifestyles (Value = Respect)*
- *Community Participation (Value = Thoughtfulness)*
- *Technology & Media (Value = Friendship)*
- *Identity & Diversity (Value = Hope)*
- *Global Dimension & Sustainable Development (Value = Responsibility)*

*As the Creative Curriculum is intended to bring the curriculum alive our intention is to introduce each topic through a visit or visitor (if applicable/possible) in order to enthuse and motivate the children. Our topics will not only make explicit links between subjects but also significant links to an understanding of our place in the world.*

*PSHCE is a very important part of the curriculum for the children at Greenfields School and is intended to run alongside the therapeutic work of the community. Themes and topics are identified but the teaching is flexible and has to respond to the immediate needs of the children in order to help them make sense of their feelings and needs.*

*Themed weeks and Special Days are included in the curriculum programme.*

### **Effective learning**

*In order for our Creative Curriculum framework to lead to creative teaching and learning the teaching & learning approaches within the school need to be founded on the following principles of effective learning:*

- *Children feel cared about and are happy, secure, motivated and stimulated*
- *Children know and have helped identify what it is they are going to learn*
- *Children have an awareness of what they need to do to be successful learners*
- *Children are helped to assess their own learning*
- *Children receive positive and constructive feedback that helps them identify what it is they need to do next*

- *Children have time to reflect and review their learning*
- *Learning tasks are organised in small steps relating to identified skills*
- *Children experience a variety of learning situations, both indoors and outdoors*
- *Lessons enable children to learn through first hand and multi-sensory experience where possible*
- *Expectations are high*
- *Timetabling provides opportunities for flexibility*
- *Everyone is open to learning opportunities*

### ***Specific Aims of the Creative Curriculum***

*As the children at Greenfields are placed by Local Authorities and therefore, Children in Care (CiC) for whom educational outcomes are normally described as less than favourable, we have the following aims for each pupil at the school:*

- *To be able to communicate fluently with adults and each other within the diverse forms of English (speaking, listening, responding, writing)*
- *To be able to use and apply mathematical knowledge and understanding in practical situations*
- *To appropriately apply the use of ICT across the curriculum*
- *To be able to participate in and enjoy sports and physical activities*
- *To be able to contribute to and enjoy music and the creative arts*
- *To have an understanding of the world we live in and the events which have shaped it*

### ***Sharing our learning***

*We are aware that the climate and ethos of our school should indicate the learning that is going on. We feel that displays around the school should reflect every aspect of our curriculum and will use the following ways to share and promote learning:*

- *Head Teacher Achievement board acknowledging hard work and effort*
- *Motivational displays*
- *Working boards which build as the learning progresses*

### ***Assessment***

*During each child's Annual Review of Statement & Educational Needs assessments of the progress made will be shared and targets previously set will be evaluated. New targets for future progress will be set using the next steps identified by the B Squared software. In addition there is an educational component to each child's six-monthly LAC review and this is used to set targets for the PEP.*

*At the end of each academic year (July) a report on progress will be produced for each child based on the assessments and the B Squared information. This report will be shared with parents, carers, social workers and Local Authorities as appropriate.*