

Learning and Teaching Policy

Subject: English

Subject leader: Becky Hewitt/ Julia Cooke

Aims:

- 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.
- Develop the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- To develop the learning behaviours within English to help children become more proactive, inventive, determined and reflective.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none"> • The National Curriculum is taught in KS1 and KS2. • The Foundation Stage Curriculum is taught in the Early Years. • Long term plans are used which follow the Hampshire Model of phases. • The long term plans are broken down into units of work. • The units of work include learning objectives, assessment indicators and appropriate activities. 	<ul style="list-style-type: none"> • Daily English sessions for every year group. • In KS1 there is a daily phonics session – children are taught in small groups. • There is a dedicated daily reading session for all classes. • Adult volunteers and school staff listen to readers regularly. • Let’s Think lessons are taught in KS2. • High-quality texts are used throughout the school as stimuli for units of work. • Every opportunity to teach English skills is promoted across the curriculum.
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none"> • Foundation stage levels reported • Y1 – Phonics test • KS1 – Reading test and teacher assessment; Grammar, Punctuation and Spelling test; Writing teacher assessment. • KS2 – Reading test, Grammar, Punctuation and Spelling test, Writing teacher assessment. • Reading is monitored by teachers. • Progress in phonics and word recognition are tested through Letters and Sounds phases. • Teachers assess using the assessment indicators based on the Hampshire assessment model. • Children record their work in English books at least 3 times a week. • Children are regularly given opportunities to write at length. • Weekly spelling tests. • Assessment of English is reported to parents in the annual report. 	<ul style="list-style-type: none"> • Subject leader monitors planning and completes regular work scrutinies. • Subject leaders attend core provision • Governors are updated in the Curriculum Committee – action plans, position statements, data analysis

Learning and Teaching Policy

Subject: Maths

Subject leader: Julia Cooke/Becky Hewitt

Aims:

- To become fluent in the fundamentals of mathematics, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- To reason mathematically by following a line of enquiry, developing an argument and providing justification or proof using mathematical language
- To solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- To develop the learning behaviours within maths to help children become more proactive, inventive, determined and reflective.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none">• The National Curriculum is taught in KS1 and KS 2• In the Early Years the Foundation Stage Curriculum is taught.• Long term plans are used to ensure coverage. They follow the Hampshire model of phases.• Long term plans are broken down into units of work.• Weekly plans indicate learning objectives and appropriate activities.	<ul style="list-style-type: none">• Daily sessions for each year group• There are regular mental and oral sessions for maths in each class• Lessons will include the use of a range of mathematical resources to support learning.• Numicon is used heavily in KS1 to develop understanding of number.• ICT is used as a teaching tool and to reinforce learning• All children are able to use Mathletics at school and home.• Children are given problem solving activities to apply mathematical understanding.• Regular themed days/weeks to promote Maths – across the school and between year groups.
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none">• Foundation Stage levels are reported• KS1 Maths test and teacher assessment• KS2 maths test• Regular multiplication tests• Children record their work in maths books at least 3 times a week.• Teachers assess using assessment indicators based on Hampshire assessment model.• Deeper understanding is identified through problem solving activities.• Assessment of Maths is reported to parents in the annual report.	<ul style="list-style-type: none">• Subject leader monitors planning and completes regular work scrutinies.• Subject leaders attend core provision sessions• Governors are updated in curriculum committee – action plans, position statements, data analysis

Learning and Teaching Policy

Subject: Science

Subject leader: Jenny Carter

Aims:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop 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.
- Learn the scientific knowledge required to understand the uses and implications of science, today and for the future.
- Provide opportunities for children to explore the school's learning behaviours of being proactive, determined, inventive and reflective through the teaching of Science.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none"> • The National Curriculum is taught in KS1 and KS2 • In the Early Years the Foundation Stage Curriculum is taught. • Long term planning for each class shows the progression of skills and areas of study. • The Key Ideas documents from the Hampshire Science Team are used by each year group to ensure children are taught the key scientific concepts for each unit of work. • Longitudinal studies are planned in for years 1-4 to allow children to make observations and collect data over time. 	<ul style="list-style-type: none"> • Science is taught in half-termly blocked units of work in each year group – when appropriate these are linked to the topics taught in class • Wherever possible scientific knowledge is taught through exploration and investigation. A range of ways into investigation is used including scenarios, concept cartoons, testing claims and creative questions. • ICT is used to support teaching by <ul style="list-style-type: none"> -accessing information -monitoring and collecting data -presenting information • Clear Links are made to skills learnt in English and Maths which can be applied in Science • Teachers are aware of the Health and Safety aspects of science investigations and follow the Hampshire Hazard Guidance Cards. • Year groups 1-4 also partake in a longitudinal study where they collect data throughout the year to complete an investigation. These studies focus on an area of the school grounds including Forest School. • In the early years children are given opportunities to learn scientific concepts through playing. They develop their observational skills through discussion.
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none"> • Teacher assessments are reported at the end of KS1 and KS2 based on the Standards and Testing Agency's assessment frameworks. • A sample of schools across the country complete KS2 Science tests • By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers make assessments accordingly. • Assessment of Science is reported to parents in the annual report. 	<ul style="list-style-type: none"> • This subject is in focus once every three years. When in focus there will be an action plan to develop the subject which will be monitored by the Curriculum governors. • The subject leader is responsible for monitoring the planning, teaching and assessment of the subject.

Learning and Teaching Policy

Subject: Art and design

Subject leader: Jenny Carter

Aims:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpting and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Provide opportunities for children to explore the school's learning behaviours of being proactive, determined, inventive and reflective through the teaching of art and design.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none">• The National Curriculum is taught in KS1 and KS2.• In the Early Years the Foundation Stage Curriculum is taught.• Long term planning for each class shows the progression of skills and areas of study.	<ul style="list-style-type: none">• Art and design is taught in half termly blocked units and where appropriate linked to other areas of the curriculum.• Progressive skills are taught within units.• In the early years opportunities to use art and design as a means to explore individual creative development are delivered regularly.• Sketch books are used from year 1 to 6. KS2 use a cartridge paper book.• Children are taught how to evaluate their own and other's work. They are also given opportunities to discuss and evaluate famous artists and styles, past and present.• Where possible, opportunities are provided to partake in art events outside of school i.e. workshops, visits and competitions or to invite artists and craft makers into school.• An art specialist teaches curriculum enrichment activities across both key stages in a half term block.
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none">• By the end of each key stage, pupils are expected to know, apply and understand the content, skills and processes specified in the relevant programme of study. Teachers make assessments accordingly.• Assessment of Art and Design is reported to parents in the annual report.	<ul style="list-style-type: none">• This subject is in focus once every three years. When in focus there will be an action plan to develop the subject which will be monitored by the Curriculum Governors.• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject.

Learning and Teaching Policy

Subject: Computing

Subject leader: Sarah Metcalf

Aims:

- Understand and apply the fundamental principles and concepts of computer science.
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- Become responsible, competent, confident and creative users of information and communication technology.
- Provide opportunities for children to explore the school's learning behaviours of being proactive, determined, inventive and reflective through the teaching of computing.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none">• The National Curriculum is taught in KS1 and KS2• In the Early Years the Foundation Stage Curriculum is taught.• Long term planning for each class shows the progression of skills and areas of study.• Computing is divided into 4 areas: Digital Literacy, Computer Science, IT and e-Safety – long term plans show when each area is taught	<ul style="list-style-type: none">• Computing skills are taught in isolation but also across the curriculum.• Children have access to a range of computing equipment e.g. PC's, laptops, netbooks, iPads, Hudles, Lego Mindstorms, Beebots.• E-safety is taught in every term.
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none">• By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers make assessments accordingly.• Assessment of Computing is reported to parents in the annual report.	<ul style="list-style-type: none">• This subject is in focus once every three years. When in focus there will be an action plan to develop the subject which will be monitored by the Curriculum governors.• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject.

Learning and Teaching Policy
Subject: Design and Technology
Subject leader: Jenny Carter

Aims:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.
- Provide opportunities for children to explore the school's learning behaviours of being proactive, determined, inventive and reflective through the teaching of Design and Technology.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none"> • The National Curriculum is taught in KS1 and KS2 • In the Early Years the Foundation Stage Curriculum is taught. • Long term planning for each class shows the progression of skills and areas of study. 	<ul style="list-style-type: none"> • Design and Technology is taught in half termly blocked units and where appropriate linked to other areas of the curriculum. • Progressive skills are taught within units. • In the early years opportunities to create and make things are provided and delivered regularly. • The cooking element of Design and Technology can be taught at Forest School e.g. making bannock bread, cooking soup. • In each unit of work the children use the processes of design, make and evaluate.
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none"> • By the end of each key stage, pupils are expected to know, apply and understand the content, skills and processes specified in the relevant programme of study. Teachers make assessments accordingly. • Assessment of Design and Technology is reported to parents in the annual report. 	<ul style="list-style-type: none"> • This subject is in focus once every three years. When in focus there will be an action plan to develop the subject which will be monitored by the Curriculum governors. • The subject leader is responsible for monitoring the planning, teaching and assessment of the subject.

Learning and Teaching Policy

Subject: Geography

Subject leader: Sarah Metcalf

Aims:

All pupils need to:

- develop a clear working knowledge of the location of globally significant places – both land and sea – including their main physical and human characteristics
- understand how these provide a geographical context for understanding how processes work in the world
- understand these processes that form key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change over time
- be competent in the geographical skills needed to:
 - *collect, analyse and communicate* with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - *interpret* a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - *communicate* geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Provide opportunities for children to explore the school's learning behaviours of being proactive, determined, inventive and reflective through the teaching of geography.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none">• National Curriculum is taught in KS1 and KS2• In the Early Years the Foundation Stage Curriculum is taught.• Each phase (EYFS, Y1/2, Y3/4, Y5/6) has termly topic plans, each with subject content and skills to be taught in Geography.• Geography and History are the main 'drivers' (lead subjects) for these topics	<ul style="list-style-type: none">• Geography is largely taught EITHER through discrete stand-alone lessons dealing with specific skills / concepts OR through cross curricular experiences where the fundamental Geography content is developed through other subjects (eg Art, History, English)• Residential and other trips for Geography include: Beaulieu, local area mapwork
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none">• By the end of each key stage, pupils are expected to know, apply and understand the content, skills and processes specified in the relevant programme of study of the National Curriculum. Teachers make assessments accordingly.• Assessment of Geography is reported to parents in the annual report.	<ul style="list-style-type: none">• This subject is in focus once every three years. When in focus there will be an action plan to develop the subject which will be monitored by the Curriculum Governors.• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject.

Learning and Teaching Policy

Subject: History

Subject leader: Sarah Metcalf

Aims:

All pupils need to:

- know and understand the history of our islands as a clear, chronological narrative, from the earliest times to the present day.
- know and understand how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; features of past non-European societies and the main achievements (and follies) of mankind through time.
- gain and use a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make *connections*, draw *contrasts*, *analyse* trends, frame historically-valid *questions* and create their own structured accounts, including written narratives and analyses.
- understand methods of historical enquiry, including how evidence is used to make historical claims, and how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between *local, regional, national and international* history; between *cultural, economic, military, political, religious and social* history; and between shorter and longer timescales.
- Provide opportunities for children to explore the school's learning behaviours of being proactive, determined, inventive and reflective through the teaching of geography.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none">• National Curriculum is taught in KS1 and KS2• In the Early Years the Foundation Stage Curriculum is taught.• Each phase (EYFS, Y1/2, Y3/4, Y5/6) has termly topic plans, each with subject content and skills to be taught in History.• Geography and History are the main 'drivers' (lead subjects) for these topics	<ul style="list-style-type: none">• History is largely taught EITHER through discrete stand-alone lessons dealing with specific skills / concepts OR through cross curricular experiences where the fundamental History content is developed through other subjects (e.g. Art, Geography, English)• Trips for History include: Local study, Weald and Downland Open Air Museum, Milestones
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none">• By the end of each key stage, pupils are expected to know, apply and understand the content, skills and processes specified in the relevant programme of study of the National Curriculum. Teachers make assessments accordingly.• Assessment of History is reported to parents in the annual report.	<ul style="list-style-type: none">• This subject is in focus once every three years. When in focus there will be an action plan to develop the subject which will be monitored by the Curriculum Governors.• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject.

Learning and Teaching Policy

Subject: Languages - French

Subject leader: Allison Driver

Aims:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Provide opportunities for children to explore the school's learning behaviours of being proactive, determined, inventive and reflective through the teaching of French.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none">• The National Curriculum is taught in KS2• In KS1 French is introduced through songs, even though it is not part of the National Curriculum.• Long term planning for KS2 shows the topics and pronunciations covered.	<ul style="list-style-type: none">• French is taught in half termly topics.• It is taught in weekly lessons- although these are sometimes split throughout the week to aid the learning of new vocabulary.• Songs, rhymes and games are used to support the learning.
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none">• By the end of each key stage, pupils are expected to know, apply and understand the content, skills and processes specified in the relevant programme of study. Teachers make assessments accordingly.• Assessment of French is reported to parents in the annual report.	<ul style="list-style-type: none">• This subject is in focus once every three years. When in focus there will be an action plan to develop the subject which will be monitored by the Curriculum governors.• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject.

Learning and Teaching Policy

Subject: Music

Subject leader: Chris Chapman

Aims:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Provide opportunities for children to explore the school's learning behaviours of being proactive, determined, inventive and reflective through the teaching of music.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none">• The National Curriculum is taught in KS1 and KS2.• In the Early Years the Foundation Stage Curriculum is taught.• Long term planning for each class shows the areas of study and the musical elements in focus	<ul style="list-style-type: none">• Music is taught by a specialist music teacher to each class on a weekly basis for one hour a week• Instrumental music lessons are provided for individual/small groups of children on weekly basis in violin, guitar, flute, clarinet, recorder and keyboard• A school instrumental group and choir meets each week• Music forms an essential part of school productions for KS1 at Christmas and KS2 in the summer term• An annual music concert also provides a focus for musical performance• Opportunities are made, where appropriate, for children to work with other musicians from the local area and beyond• Where possible, children perform/experience events outside of school, e.g at church services, carol singing, pantomime, music concerts etc
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none">• By the end of each key stage, pupils are expected to know, apply and understand the content, skills and processes specified in the relevant programme of study. Teachers make assessments accordingly.• Assessment of Music is reported to parents in the annual report.	<ul style="list-style-type: none">• This subject is in focus once every three years. When in focus there will be an action plan to develop the subject which will be monitored by the Curriculum Governors.• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject.

Learning and Teaching Policy

Subject: Physical Education

Subject leader: Becky Hewitt

Aims:

- Inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities.
- Provide opportunities for pupils to become physically confident in a way which supports their health and fitness.
- Develop competence in a broad range of physical activities
- Inspire all pupils to lead healthy and active lives.
- Provide opportunities to compete in sport and other activities which build character and help to embed the school's values: Compassion, Gratitude and Honesty.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none">• The National Curriculum is taught in KS1 and KS2.• In the Early Years the Foundation Stage Curriculum is taught.• At the beginning of the year each year group is taught the Fundamentals of movement. These are then developed throughout the year in games activities.• All year groups also complete at least one unit of dance, one unit of gymnastics and one unit of athletics.	<ul style="list-style-type: none">• Each child has two hours of physical activity each week.• Once a week all year 1-6 children have a PE lesson taught by a PE specialist from Kings' Secondary school. This teacher works with the class teacher to ensure the children receive high quality PE at all times.• Expert coaches are provided as part of curriculum enrichment e.g. fencing.• In year 3 and 4 the children go swimming for a term.• In year 5 and 6 the children undertake a range of adventurous activities as part of their residential trips.• All children are expected to wear appropriate PE kit and footwear – see uniform policy. All jewellery must be removed and hair tied up.
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none">• By the end of each key stage, pupils are expected to know, apply and understand the content, skills and processes specified in the relevant programme of study of the National Curriculum. Teachers make assessments accordingly.• Assessment of PE is reported to parents in the annual report.	<ul style="list-style-type: none">• This subject is in focus once every three years. When in focus there will be an action plan to develop the subject which will be monitored by the Curriculum Governors.• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject.

Learning and Teaching Policy

Subject: RE

Subject leader: Julia Cooke

Aims:

- To promote the school's core values: compassion, gratitude and honesty.
- To give opportunities to explore difficult questions relating to their understanding of God and the mystery of human life.
- To develop children's knowledge of stories, traditions and beliefs which underline Christianity and at least two other faiths.
- To give children opportunity to meet people who have made commitments to various faiths especially Christianity.
- To encourage the children to value aspects in their lives which provide enjoyment, happiness and contentment.
- To give opportunities to express and understand feelings related to suffering, pain and death.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none">• R.E. plans are based on Living Difference which is the Agreed Syllabus for religious education for Hampshire.• Long term plans are used to ensure coverage.• Long term plans are broken down into units of work. Six units are covered each year.• The units are taught on a two yearly cycle.• Unit plans indicate learning objectives and appropriate activities.	<ul style="list-style-type: none">• R.E. topics for the Foundation Stage taught by considering concepts that are within the children's own experiences.• R.E. topics at Key Stage One and Two are taught by considering both non-religious and religious concepts.• Each unit is taught by following a model for sequencing enquiry and skills. This model requires the children to enquire, contextualise, evaluate, communicate and apply the concept they have been learning about.• The units maybe taught weekly over the half term or as a block.• ICT is used as a teaching tool and to reinforce learning.
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none">• Assessments are carried out termly.• Assessment of RE is reported to parents in the annual report.	<ul style="list-style-type: none">• Assessments and examples of work linked to the assessment are stored by the R.E. subject leader.• R.E. books are monitored by the subject leader.• Questionnaires are carried out by subject leader.

Learning and Teaching Policy

Subject: PSHE

Subject leader: Allison Driver

Aims:

PSHE is about promoting children's personal and social development including their health and well-being and so preparing them for adult life. In teaching PSHE we aim that the children will:

- Develop high self-esteem;
- Develop a sense of belonging that gives them the confidence to contribute to society;
- Have a sound understanding of right and wrong;
- Have respect for others and value diverse life styles, cultures and beliefs.
- Develop understanding of what makes a healthy lifestyle;
- Know the basic rules for keeping themselves safe;
- Reflect upon experiences and understand how they are growing – mentally, physically, emotionally and spiritually.
- Take an active part in the life of the school and the wider community.
- Have concern for (and look after) their local environment and the world they live in.
- Develop their personal development through the school's core values: compassion, gratitude and honesty.
- Develop their personal development through the school's learning behaviours: proactive, determined, inventive and reflective.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none">• Teachers have an established long term plan of units of work on PSHE. These use the SEAL (Social and Emotional Aspects of Learning) curriculum as well as other, stand-alone themes.• There is an established scheme of work within the Sex and Relationships Education policy – called 'Growing Up' – that runs alongside PSHE planning. This was developed with parents, teachers and governors in 2015.• Teachers incorporate a focus on one of the school's learning behaviours or values within their planning each term or half-term. These support the PSHE curriculum content.• The RRR (Rights, Respects and Responsibilities) agenda is also used to support PSHE teaching.• In the Early Years the Foundation Stage Curriculum is taught.	<ul style="list-style-type: none">• PSHE is predominantly taught through half term units of work.• PSHE may be taught in short weekly sessions or as a longer blocked unit.• PSHE is cross-curricular and as such opportunities are taken to teach it through all areas of the curriculum.• Circle time is established throughout the school and is regularly used to address PSHE themes. It is used for discussion about ideas, opinions and feelings, and follows protocols with which the children become familiar and secure.• The School Council meets regularly and is a working example of citizenship and social education to the rest of the school.• Themed days and weeks provide opportunities for children to work with pupils from different classes, teaching them collaboration and co-operation skills.• School trips and visits from people in the local community, including health and emergency services, play an important part in the teaching of PSHE.• Personal and social achievements are recognised through weekly Celebration assemblies.• Links are made with the local community - eg through sporting fixtures, church services and other local events;• Awareness of national and international events is promoted through whole-school and class assemblies, as well as through discussion in circle time and events such as Comic Relief,

	<p>Sports Relief, Children in Need.</p> <ul style="list-style-type: none"> • Citizenship and social education is promoted through communication with our twinned school, the Railway Primary School in Uganda. • Residential experiences – Falcons class attends a week-long residential each year. • School performances- (KS1 –Nativity play; KS2 – Summer production, Music concerts) • Two LSAs are trained ELSAs (Emotional Literacy Support Assistant) and provide extra pastoral care to children.
<p>How is this subject assessed?</p>	<p>How is this subject monitored?</p>
<ul style="list-style-type: none"> • Formal assessments in PSHE are not carried out as this development is an ongoing process, concerned with how children view themselves, interact with others and develop attributes such as self-esteem, empathy and responsibility. • Staff, parent and child questionnaires provide insight into the effectiveness of PSHE teaching and learning and help establish areas for further development. • Verbal feedback from parents and visitors to the school is used to assess the effectiveness of elements of children’s PSHE development. • Children’s personal and social development is reported verbally to parents via termly parents’ evenings and in writing through the annual end-of-year report. 	<ul style="list-style-type: none"> • The school’s PSHE subject leader monitors the subject informally through observations and drop-ins within each class. • Feedback from teachers about children’s personal and social development is discussed at staff meetings. • Regular meetings with LSAs, lunchtime supervisors and first aiders also support the monitoring of children’s PS&H development. • Verbal feedback from parents and visitors to the school is used to assess the effectiveness of elements of children’s PSHE development.