

# Learning and Teaching Policy

## Subject: English

**Subject leader:** Vicky Fisher/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 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"> <li>• The National Curriculum is taught in KS1 and KS2.</li> <li>• The Foundation Stage Curriculum is taught in the Early Years.</li> <li>• Long term plans are used which follow the Hampshire Model of phases.</li> <li>• The long term plans are broken down into units of work.</li> <li>• The units of work include learning objectives, assessment indicators and appropriate activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily English sessions for every year group.</li> <li>• In KS1 there is a daily phonics session – children are taught in groups.</li> <li>• There is a dedicated daily reading session for all classes.</li> <li>• Adult volunteers and school staff listen to readers regularly.</li> <li>• High-quality texts are used throughout the school as stimuli for units of work.</li> <li>• English homework supports and extends classroom learning.</li> <li>• Opportunities to teach English skills are promoted across the curriculum.</li> </ul>
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none"> <li>• <b>Foundation stage levels reported</b></li> <li>• <b>Y1 – Phonics test</b></li> <li>• <b>KS1 –Teacher assessment;</b></li> <li>• <b>KS2 – Reading test, grammar, punctuation and spelling test, writing teacher assessment.</b></li> <li>• Reading is monitored by teachers.</li> <li>• Progress in phonics and word recognition are tested through Letters and Sounds phases.</li> <li>• Teachers assess using indicators based on the Hampshire assessment model.</li> <li>• Children record their work in English books at least 3 times a week.</li> <li>• Children are regularly given opportunities to write at length.</li> <li>• Weekly spelling tests.</li> <li>• Assessment of English is reported to parents termly.</li> </ul>	<ul style="list-style-type: none"> <li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through book looks, pupil conferencing, questionnaires, discussions with teachers and governors and moderation sessions with other schools.</li> <li>• The subject leader attends core provision.</li> <li>• Governors undertake regular monitoring visits in school and update the FGB via visit reports.</li> <li>• Assessment data is analysed, reported to governors and used to inform future planning.</li> </ul>

# Learning and Teaching Policy

## Subject: Maths

Subject leader: Jen Carter

### 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 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"><li>• The National Curriculum is taught in KS1 and KS 2</li><li>• In Early Years the Foundation Stage Curriculum is taught.</li><li>• Long term plans are used to ensure coverage. They follow White Rose 'small steps' approach.</li><li>• Long term plans are broken down into units of work.</li><li>• Weekly plans indicate national curriculum learning objectives and small steps.</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Daily sessions for each year group follow the maths mastery approach.</li><li>• Lessons include the use of a range of concrete resources to support learning.</li><li>• Lessons use a mixture of resources – eg White Rose, NRich, I See Reasoning, Power Maths.</li><li>• ICT is used as a teaching tool and to reinforce learning – eg Times Tables Rockstars.</li><li>• Maths homework supports and extends classroom learning.</li></ul>
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none"><li>• <b>Foundation Stage levels are reported</b></li><li>• <b>KS1 teacher assessment</b></li><li>• <b>End KS2 SATs</b></li><li>• <b>Year 4 national times table test.</b></li><li>• Children record their work in maths books every day.</li><li>• Teachers assess using indicators based on Hampshire assessment model.</li><li>• Assessment of maths is reported to parents termly.</li></ul>	<ul style="list-style-type: none"><li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through book looks, pupil conferencing, questionnaires, discussions with teachers and governors, and moderation sessions with other schools.</li><li>• The subject leader attends core provision training.</li><li>• Governors undertake regular monitoring visits in school and update the FGB via visit reports.</li><li>• Assessment data is analysed, reported to governors and used to inform future planning.</li></ul>

# Learning and Teaching Policy

## Subject: Science

Subject leader: Eleanor Blachford

### 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.
- To develop learning behaviours within science to help children become proactive, determined, inventive and reflective.

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none"><li>• The National Curriculum is taught in KS1 and KS2</li><li>• In Early Years the Foundation Stage Curriculum is taught.</li><li>• Long term planning for each class shows the progression of skills and areas of study.</li><li>• 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.</li><li>• Longitudinal studies are planned in for Years R – 2 to allow children to make observations and collect data over time.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Wherever possible scientific knowledge is taught through exploration and investigation.</li><li>• Children are given opportunities to apply English and maths skills to their learning in science.</li><li>• Teachers are aware of the Health and Safety aspects of science investigations and follow the Hampshire Hazard Guidance Cards.</li><li>• In Early Years children are given opportunities to learn scientific concepts through play. They develop their observational skills through discussion.</li></ul>
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none"><li>• <b>Teacher assessments are reported at the end of KS1 and KS2 based on the Standards and Testing Agency's assessment frameworks.</b></li><li>• <b>A sample of schools across the country complete KS2 Science tests</b></li><li>• 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.</li><li>• Assessment of Science is reported to parents in the annual report.</li></ul>	<ul style="list-style-type: none"><li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through book looks, pupil conferencing, questionnaires, discussions with teachers and liaison with governors.</li><li>• Governors carry out regular monitoring visits in school and update the FGB via visit reports.</li><li>• This subject is in focus once every three years. When in focus, an action plan is created to develop the subject. This is monitored by governors on the curriculum committee.</li></ul>

## Learning and Teaching Policy

**Subject:** Art and Design - under review as in focus 2021/22

**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.

<b>How is this subject planned?</b>	<b>How is this subject taught?</b>
<ul style="list-style-type: none"><li>• The National Curriculum is taught in KS1 and KS2.</li><li>• In the Early Years the Foundation Stage Curriculum is taught.</li><li>• Long term planning for each class shows the progression of skills and areas of study.</li></ul>	<ul style="list-style-type: none"><li>• Art and design is taught in half termly blocked units and where appropriate linked to other areas of the curriculum.</li><li>• Progressive skills are taught within units.</li><li>• In the early years, opportunities to use art and design as a means to explore individual creative development are delivered regularly.</li><li>• Sketch books are used from year 1 to 6. KS2 use a cartridge paper book.</li><li>• 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.</li><li>• 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.</li><li>• An art specialist teaches curriculum enrichment activities across both key stages in a half term block.</li></ul>
<b>How is this subject assessed?</b>	<b>How is this subject monitored?</b>
<ul style="list-style-type: none"><li>• 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.</li><li>• Assessment of Art and Design is reported to parents in the annual report.</li></ul>	<ul style="list-style-type: none"><li>• This subject is in focus once every three years. When in focus, an action plan is created to develop the subject. This is monitored by governors on the curriculum committee.</li><li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through (sketch) book looks, pupil conferencing, questionnaires, discussions with teachers and liaison with governors.</li></ul>

# Learning and Teaching Policy

## Subject: Computing

**Subject leader:** None – covered as a whole school responsibility

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.

<b>How is this subject planned?</b>	<b>How is this subject taught?</b>
<ul style="list-style-type: none"><li>• The National Curriculum is taught in KS1 and KS2</li><li>• In the Early Years the Foundation Stage Curriculum is taught.</li><li>• Long term planning for each class shows the progression of skills and areas of study.</li><li>• Computing is divided into 4 areas: Digital Literacy, Computer Science, IT and e-Safety – long term plans show when each area is taught.</li></ul>	<ul style="list-style-type: none"><li>• Computing skills are taught in isolation but also across the curriculum.</li><li>• Children have access to a range of computing equipment e.g. PC's, laptops, netbooks, iPads, Hudles, Lego Mindstorms, Beebots.</li><li>• E-safety is taught in every term.</li></ul>
<b>How is this subject assessed?</b>	<b>How is this subject monitored?</b>
<ul style="list-style-type: none"><li>• 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.</li><li>• Assessment of Computing is reported to parents in the annual report.</li></ul>	<ul style="list-style-type: none"><li>• 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 governors on the curriculum committee.</li><li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through book looks, pupil conferencing, questionnaires, discussions with teachers and liaison with governors.</li></ul>

## Learning and Teaching Policy

**Subject:** Design and Technology – **under review as in focus 2021/22**

**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.

<b>How is this subject planned?</b>	<b>How is this subject taught?</b>
<ul style="list-style-type: none"><li>• The National Curriculum is taught in KS1 and KS2</li><li>• In the Early Years the Foundation Stage Curriculum is taught.</li><li>• Long term planning for each class shows the progression of skills and areas of study.</li></ul>	<ul style="list-style-type: none"><li>• Design and Technology is taught in half termly blocked units and where appropriate linked to other areas of the curriculum.</li><li>• Progressive skills are taught within units.</li><li>• In the early years opportunities to create and make things are provided and delivered regularly.</li><li>• The cooking element of Design and Technology can be taught at Forest School e.g. making bannock bread, cooking soup.</li><li>• In each unit of work the children use the processes of design, make and evaluate.</li></ul>
<b>How is this subject assessed?</b>	<b>How is this subject monitored?</b>
<ul style="list-style-type: none"><li>• 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.</li><li>• Assessment of Design and Technology is reported to parents in the annual report.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through book looks (or similar), pupil conferencing, questionnaires, discussions with teachers and liaison with governors.</li></ul>

## Learning and Teaching Policy

**Subject:** Geography – under review as in focus 2021/22

**Subject leader:** Julia Cooke

### 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 the 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"> <li>• National Curriculum is taught in KS1 and KS2</li> <li>• In the Early Years the Foundation Stage Curriculum is taught.</li> <li>• Each phase (EYFS, Y1/2, Y3/4, Y5/6) has termly topic plans, each with subject content and skills to be taught in Geography.</li> <li>• Geography and History are the main ‘drivers’ (lead subjects) for these topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Geography is taught in half-termly blocked units of work in each year group. Where appropriate, these are linked to other areas of the curriculum.</li> <li>• Residential and other trips for Geography include: Minstead, Living Rainforest, local area map work.</li> </ul>
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Assessment of Geography is reported to parents in the annual report.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 governors on the curriculum committee.</li> <li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through book looks, pupil conferencing, questionnaires, discussions with teachers and liaison with governors.</li> </ul>

# Learning and Teaching Policy

**Subject:** History

**Subject leader:** Lou Blightman

**Aims:**

<b>How is this subject planned?</b>	<b>How is this subject taught?</b>
<ul style="list-style-type: none"><li>• National Curriculum is taught in KS1 and KS2</li><li>• In the Early Years the Foundation Stage Curriculum is taught.</li><li>• Each key stage follows a rolling programme of termly topics. Geography and History are the main-‘drivers’ (lead subjects) for these topics</li></ul>	<ul style="list-style-type: none"><li>• History is taught in half-termly blocked units of work in each year group. Where appropriate, these are linked to other areas of the curriculum.</li><li>• Books, artefacts and other resources obtained through Hampshire curriculum services.</li><li>• Trips and visits support history knowledge – eg to the Weald &amp; Downland Museum, Tower of London, Fishbourne Palace etc.</li></ul>
<b>How is this subject assessed?</b>	<b>How is this subject monitored?</b>
<ul style="list-style-type: none"><li>• 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.</li><li>• Assessment of History is reported to parents in the annual report.</li></ul>	<ul style="list-style-type: none"><li>• 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 governors on the curriculum committee.</li><li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through book looks, pupil conferencing, questionnaires, discussions with teachers and liaison with governors.</li></ul>

# Learning and Teaching Policy

## Subject: Languages – French

### Subject leader: None – covered as a whole staff responsibility

#### 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.

<b>How is this subject planned?</b>	<b>How is this subject taught?</b>
<ul style="list-style-type: none"><li>• The National Curriculum is taught in KS2</li><li>• In KS1 French is introduced through songs, even though it is not part of the National Curriculum.</li><li>• Long term planning for KS2 shows the topics and pronunciations covered.</li></ul>	<ul style="list-style-type: none"><li>• French is taught in half termly topics.</li><li>• It is taught in weekly lessons, supported in KS2 by students and teachers from Winchester College.</li><li>• Songs, rhymes and games are used to support the learning.</li></ul>
<b>How is this subject assessed?</b>	<b>How is this subject monitored?</b>
<ul style="list-style-type: none"><li>• 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.</li><li>• Assessment of French is reported to parents in the annual report.</li></ul>	<ul style="list-style-type: none"><li>• 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 governors on the curriculum committee.</li><li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through book looks, pupil conferencing, questionnaires, discussions with teachers and liaison with governors.</li></ul>

# Learning and Teaching Policy

**Subject:** Music

**Subject leader:** Allison Driver

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.

<b>How is this subject planned?</b>	<b>How is this subject taught?</b>
<ul style="list-style-type: none"><li>• The National Curriculum is taught in KS1 and KS2.</li><li>• In the Early Years the Foundation Stage Curriculum is taught.</li><li>• Long term planning for each class shows the areas of study and the musical elements in focus</li></ul>	<ul style="list-style-type: none"><li>• Music is taught by a specialist music teacher to each class on a weekly basis for one hour a week.</li><li>• Peripatetic instrumental music lessons are provided for individuals/small groups of children on weekly basis in strings, woodwind and keyboard.</li><li>• Music, particularly singing, is an essential part of assemblies, services/festivals in church and school productions. An annual music concert provides a focus for musical performance.</li><li>• When they arise, opportunities are taken for children to work with other musicians from the local area and beyond.</li><li>• An after-school choir club meets each week for two terms of the year. It performs at school events and sometimes further afield – eg local carol singing, community choir concerts and the Southampton Festival of Music and Drama.</li><li>•</li></ul>
<b>How is this subject assessed?</b>	<b>How is this subject monitored?</b>
<ul style="list-style-type: none"><li>• 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. The specialist music teacher makes assessments accordingly.</li><li>• Assessment of music is reported to parents in the annual report.</li></ul>	<ul style="list-style-type: none"><li>• 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 governors on the curriculum committee.</li><li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through lesson observations, pupil conferencing, questionnaires, discussions with the music specialist and liaison with governors.</li></ul>

## Learning and Teaching Policy

**Subject:** Physical Education – under review as subject in focus 21/22

**Subject leader:** Georgina Chaplin (wef Jan 2022)

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) and key learning behaviours (to be proactive, determined, inventive and reflective).

How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none"> <li>• The National Curriculum is taught in KS1 and KS2.</li> <li>• In the Early Years the Foundation Stage Curriculum is taught.</li> <li>• 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. <i>Is this right?</i></li> <li>• All year groups also complete at least one unit of dance, one unit of gymnastics and one unit of athletics. <i>Each year?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Each child has two hours PE each week.</li> <li>• Expert coaches provide a range of sporting training and activities across the year. These may form part of national curriculum PE provision, or be part of curriculum enrichment.</li> <li>• In year 3 and 4 the children <del>go swimming</del> have swimming lessons for one term.</li> <li>• In year 5 and 6 the children undertake a range of adventurous activities as part of their residential trips.</li> <li>• A range of sport-related after-school clubs are available to support physical development and skills in specific games – eg football, netball, tennis, street dance.</li> <li>• If there are no Covid-related restrictions in place, children attending after-school clubs may play matches against other local schools.</li> </ul>
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Assessment of PE is reported to parents in the annual report.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 governors on the curriculum committee.</li> <li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through lesson observations, pupil conferencing, questionnaires, discussions with teachers and liaison with governors.</li> </ul>

# 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.

<b>How is this subject planned?</b>	<b>How is this subject taught?</b>
<ul style="list-style-type: none"><li>• R.E. plans are based on Living Difference which is the Agreed Syllabus for religious education for Hampshire.</li><li>• Long term plans are used to ensure coverage.</li><li>• Long term plans are broken down into units of work. Six units are covered each year.</li><li>• The units are taught on a two yearly cycle.</li><li>• Unit plans indicate learning objectives and appropriate activities.</li></ul>	<ul style="list-style-type: none"><li>• R.E. topics for the Foundation Stage taught by considering concepts that are within the children's own experiences.</li><li>• R.E. topics at Key Stage One and Two are taught by considering both non-religious and religious concepts.</li><li>• 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.</li><li>• The units maybe taught weekly over the half term or as a block.</li><li>• ICT is used as a teaching tool and to reinforce learning.</li></ul>
<b>How is this subject assessed?</b>	<b>How is this subject monitored?</b>
<ul style="list-style-type: none"><li>• Assessments are carried out termly, and are reviewed and stored by the RE lead.</li><li>• Assessment of RE is reported to parents in the annual report.</li></ul>	<ul style="list-style-type: none"><li>• 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 governors on the curriculum committee and/or by foundation governors.</li><li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through book looks, pupil conferencing, questionnaires, discussions with teachers and liaison with governors.</li></ul>

# Learning and Teaching Policy

**Subject:** PSHE including RSE

**Subject leader:** Lou Blightman

## Aims:

PSHE is about promoting children’s personal and social development including their health and wellbeing and so preparing them for adult life. PSHE at Compton aims to:

- Raise children’s self-esteem and help them develop the skills needed to establish and maintain healthy relationships, ensuring respect and dignity for all.
- Create a positive culture around issues of sexuality and relationships.
- Ensure children know the basic rules for keeping themselves and others safe in a variety of social, relational and online contexts.
- Help children reflect on experiences and understand how they are growing mentally, physically, emotionally and spiritually.
- Encourage and facilitate children taking an active part in the life of school and the wider community.
- Promote children’s involvement in looking after their local and the wider environment.
- Ensure children have respect for others and that they value diverse lifestyles, cultures and beliefs.
- Help children to reflect the school’s core values (compassion, gratitude and honesty) in their personal development, as well as demonstrating the school’s learning behaviours (to be proactive, determined, inventive and reflective).
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How is this subject planned?	How is this subject taught?
<ul style="list-style-type: none"> <li>• The National Curriculum is taught in KS1 and 2.</li> <li>• In the Early Years the Foundation Stage Curriculum is taught, with some elements of the old SEAL curriculum to ensure children’s start to school life is smooth – for example ‘New Beginnings’ and ‘Changes’. They also have designated No Outsiders texts appropriate to the age group.</li> <li>• Long term plans have been updated to reflect the statutory inclusion of RSE. Units of work are taken from the PSHE Association Thematic Model and each has ‘No Outsiders’ text to support/complement it.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE is predominantly taught through half term units of work, in weekly sessions or blocked units</li> <li>• Opportunities are taken to teach it through all areas of the curriculum, eg themed days/weeks, school trips and visits (including residential), sporting fixtures, church services, assemblies, school productions and local events.</li> <li>• Circle time is established throughout the school and used to address PSHE themes. It is used for discussion and follows protocols with which the children become familiar and secure.</li> <li>• Citizenship and social education is promoted through partnership with our twinned school, the Railway Primary School in Uganda.</li> <li>• An Emotional Literacy Support Assistant (ELSA) provides additional support for children in the afternoons.</li> </ul>
How is this subject assessed?	How is this subject monitored?
<ul style="list-style-type: none"> <li>• Formal assessments in PSHE are not carried out as this development is an ongoing process</li> <li>• Staff, parent and child questionnaires provide insight into the effectiveness of PSHE teaching and learning and help establish areas for further development.</li> <li>• Verbal feedback from parents and visitors to the school is used to assess the effectiveness of elements of children’s PSHE development.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 governors on the curriculum committee and/or by foundation governors.</li> <li>• The subject leader is responsible for monitoring the planning, teaching and assessment of the subject. This is achieved through book looks, pupil conferencing, questionnaires, discussions with teachers and liaison with governors.</li> <li>• Feedback from parents and support staff about children’s personal and social development is also discussed at staff meetings and supports the monitoring of PSHE provision.</li> </ul>

