

# Feltonfleet School

## **Positive Living Policy** (previously PHSE & C)

### **I Aims and Objectives**

**1.1** Positive Living should enable children to become healthier, more independent and more responsible members of society. It encourages our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing children develop their sense of self-worth.

The programme teaches children how society is organised and governed and ensures that they gain an experience of the process of democracy, through participation in the School Council. Children learn both about their rights and their responsibilities and learn to appreciate what it means to be a positive member of a diverse and multicultural society.

**1.2** The objectives of Positive Living are in line with the five outcomes of *Every Child Matters*, enabling the children to:

*Every Child Matters: Be Healthy:*

- know and understand a healthy lifestyle
- make healthy choices in their relationships, diet, and physical well-being

*Every Child Matters: Stay Safe:*

- be aware of safety issues
- be able to take responsibility for their own safety, or be able to ask for help from others
- develop personal skills to protect their safety (e.g., saying “no” to strangers)

*Every Child Matters: Enjoy & Achieve:*

- understand what makes for good relationships with others
- have respect for others
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop the skills to plan for the future and their place in the workforce

*Every Child Matters: Make a Positive Contribution:*

- be independent and responsible members of a community, such as school
- be positive and active members of a democratic society
- develop good relationships with other members of the community

- develop an understanding of their place in the wider world (global education)
- become aware of environmental issues (education for sustainable development)

*Every Child Matters: Achieve Economic Wellbeing:*

- develop the skills necessary to take their place in the future workforce
- develop skills of financial management
- Take responsibility for small amounts of money and use it prudently

## **2 Teaching and Learning style**

### **2.1 Morals and Values Framework**

Feltonfleet School teaches Positive Living within the following moral and values framework, which promotes;

- self-respect and respect for others;
- responsibility for personal actions;
- honesty;
- empathy, mutual support and cooperation;
- an awareness of the uniqueness of individuals;
- respect and acceptance towards others who might have different backgrounds, cultures and sexuality;
- the right not to be abused or taken advantage of by other people;

*The Feltonfleet Way* is valued throughout the school as the set of standards which guide behaviour. *The Feltonfleet Way* and *The Guide to Good Citizenship at Feltonfleet* are prominently displayed in all classrooms, and other areas of the school, and is often the focus of discussion in class Circle Time and assemblies.

### **2.2 Learning Styles**

The aim is to meet the learning styles of all children and emphasise interactive learning by including the children in discussions, investigations and problem-solving activities. Children are encouraged to take part in a range of tasks that promote active Citizenship, for example charity fundraising, contributions to School Council or developing links with the Global Community. Children are given the opportunity to hear visiting speakers, such as health workers, police, and local clergy, who are invited into the school to talk about their role in creating a positive and supportive local community.

## **3 Positive Living Organisation**

**3.1** Positive Living is taught in a variety of ways. Class Circle Time is timetabled and held regularly, when issues to do with Positive Living are raised and discussed, in accordance with planning from the Subject Leader and the relevant Positive Living Coordinator. Children also receive a discrete Positive Living lesson of 30 minutes per week (see *the Positive Living Scheme of Work*). The pupil's Form Tutor supported

by the Subject Leader delivers Key Stage One and Years 3-6. In Years 7&8 the Subject Leader, supported by Form Tutors in Circle Time, delivers the programme. Sometimes Positive living topics are introduced through other subjects. For example, a large part of the Sex & Relationships Education Programme is taught in Science. Also, when there is an overlap between the programme of study for Religious Studies and the aims of Positive Living, elements of the curriculum are delivered through Religious Studies lessons.

The Subject Leader is responsible for monitoring the curriculum and maintaining the school's Positive Living course.

**3.2** In addition, Positive Living is developed through various activities and whole school events, for example the School Council representatives from each form meet regularly to discuss school matters. Pupils elect representatives democratically and reps are changed twice per year. There is an extensive Leadership Programme, including on-site and off-site trips and residentials, during which there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

## **4 The Foundation Stage**

**4.1** In Reception Positive Living is delivered as an integral part of topic work and as part of Circle Time provision in both Nursery and Reception classes.

## **5 Equal Opportunities Statement**

### **5.1.**

The school is committed to the provision of Positive Living to all pupils. The programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

Teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention will lead to the creation of an Individual Education Plan (IEP), written and monitored by the SENCo. When teaching Positive Living, teachers take into account the targets set for the children in their IEPs, some of which may be directly related to Positive Living. It is important in our community that all pupils feel valued and included, regardless of their educational achievement or ability.

**5.2** Every effort is made to provide all children with opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of their class or the wider community. There is a commitment to helping every child fulfil their potential and children have many opportunities to take responsibility for themselves and others and to assume positions of responsibility.

## **6 Positive Living and ICT**

**6.1** ICT makes a contribution to the teaching of Positive Living in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global Citizenship by using the Internet and e-mail. All pupils agree to our Code of Conduct prior to using the school network. This agreement is intended to teach them how to use new technologies safely and responsibly. The ICT Scheme of Work aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

## **7 Assessment for Learning**

**7.1** There are no formal assessments in Positive living. Ongoing informal assessments are noted in teachers' record books and reported to parents in assessments and reports.

## **8 Resources**

**8.1** The school has a wide range of resources for use in Positive Living which are kept centrally in Calvi, the Junior School and the Positive Living teaching room in the Rowan Block. We have additional resources in the libraries.

## **9 Monitoring and Review**

**9.1** The Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching. She supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The Subject Leader monitors planning, offering advice and guidance to ensure continuity and progression throughout the school.

In line with Positive Living provision and in response to pastoral issues, class teachers oversee Circle Time planning in Calvi. For the Main School the Subject Leader provides a broad programme, while at the same time emphasizing to tutors the importance of remaining flexible and responsive to issues, as they arise during the term.

The Subject Leader and is responsible for giving the Headmaster and Governors an annual summary report, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement. The Subject Leader is also responsible for the annual budget for Positive Living and ensuring it is spent effectively and efficiently.

This policy will be reviewed at least every two years.

## **9.2 Safeguarding Children Statement**

Positive Living may bring the disclosures of safeguarding children issues and all staff are familiar with the procedures for reporting their concerns. In these cases the School's Safeguarding Children Policy needs to be referred to.

## **9.3 Confidentiality**

When dealing with sensitive issues teachers need to create an environment in which pupils can discuss issues openly and honestly. Pupils will be made aware, however, that strict confidentiality cannot be assured. If a child approaches a member of staff with a problem or concern, and the child is believed to be at risk the member of staff is obligated to inform the CPLO (Shelley Guest or Sue Ward).

## **10 Related Policies**

10.1 Safeguarding Children Policy, SRE (Sex & Relationships Education), Anti- Bullying Policy, Cyber-bullying Policy, Behaviour and Discipline Policy and Health & Safety Policy

Shelley Guest

**Subject Leader for Positive Living**

**Date:** June 2011

**Next Review:** July 2011