



**Roman Road Primary School  
Policies for PSHE and Circle  
Time**

**Policy date: May 2022**

**Review date: May 2024**



## *PSHE POLICY STATEMENT*

Personal, Social, Health Education contributes to Roman Road Primary School's curriculum by teaching pupils the skills, knowledge and understanding to lead confident, healthy and independent lives and to become informed active and responsible citizens, developing their Emotional Literacy and resilience.

PSHE is taught weekly and includes cross-curricular links, as well as a wider range of activities and experiences beyond the curriculum, including raising money for charity, participating in themed weeks such as Anti-Bullying Week and Children's Mental Health Week, and creative, expressive art opportunities. Children are able to discuss their emotional and mental health in circle time and PSHE lessons. SEAL assemblies are held every week and discuss themes such as *Getting on and Falling out*, *Good to be me* and *New Beginnings*.

Circle time has also been introduced as a requirement to teach and is scheduled on the time table every Friday afternoon.

PSHE offers children opportunities to:

- Reflect on their experiences and understand how they are developing personally and socially.
- Promote awareness of pupils' rights, duties and responsibilities as individuals and as members of their communities. This will also help pupils to form effective and fulfilling relationships that are essential for life and learning.
- Learn about and respect the diversity of and differences between people with a link to British Values.
- Recognise and utilise their rights to safety and privacy, with a focus on safe internet use.

### *FOUNDATION STAGE AND KEY STAGE 1*

During the Foundation Stage and Key Stage 1 pupils learn about themselves as developing individuals and members of their communities, building on early learning goals for personal development. The children develop skills and

positive attitudes for forming relationships and learning to work with others as a basis for all later learning. They learn the basic rules for keeping themselves healthy and safe and managing their behaviour. The children have the opportunity to show they can take some responsibility for themselves. They begin to learn about their own and others' feelings and become aware of the views, needs and right of others of whatever age, including boundaries and consent. As members of a class and school community they learn social skills such as how to share, take turns, play and resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood, as well as learning road safety.

## *KEY STAGE 2*

During Key Stage 2, pupils learn about themselves as growing and changing individuals and members of their communities with more maturity, independence and self-confidence. They learn about the wider world and the interdependence of communities within it. They develop further their sense of social and moral responsibility and begin to understand the effects of their own choices and behaviour in relation to some of the main local, national or global issues and the political and social institutions that affect their lives. They learn how to participate more fully in school and community activities through the school and class councils. As they begin to develop into young adults they face the transitions this brings, notably the onset of puberty and transfer to Secondary School, with support and encouragement. They are taught to make more confident and informed choices related to their health. This is then linked to SRE, with units covering 'family life,' emphasising not all families are the same but teaching acceptance, with opportunities for children to understand homophobia and transphobia are unacceptable. The children learn how to become more confident and independent and become able to take more responsibility, individually and collectively, for their own learning, and to resist bullying.

The curriculum has recently been updated and modernised to include e-safety continuously and progressively throughout the year groups, with an emphasis on staying safe online, what is a digital footprint, social media and trolling, and what constitutes online bullying, and not giving in to peer pressure on social media.

The school uses JIGSAW scheme weekly to create a spiral curriculum to build upon children's learning and knowledge each year.

## *ACCESS TO PSHE*

Classes at Roman Road will have weekly PSHE taught from the JIGSAW scheme, which is accessible for all learners, including SEND. Children also access PSHE through weekly assemblies using SEALS material. They also have a weekly follow up Circle Time in class for twenty minutes.

## *EQUAL OPPORTUNITIES*

PSHE should be fully accessible to all children regardless of race, gender, physical disability or special educational needs. Children of all abilities should be given an equal amount of time with the teachers and professionals. Tasks should be tailored to suit individual needs.

## *Inclusion Statement*

We believe that all children at ROMAN ROAD PRIMARY SCHOOL should have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in order to make the maximum progress and demonstrate achievement irrespective of ability (including Gifted and Talented) or special educational needs, gender, ethnicity, language group, disability, religious beliefs or social circumstances.

Where pupils have special educational needs which are not identified as being learning difficulties, but requires other special provision (e.g. the use of technological aids in practical and written work) then we will as a school, endeavour to make appropriate provision for such children.

We aim to do this by:

- taking the individual needs of children into account using language which is appropriate to each child's ability
  - avoiding the negative use of written, spoken and body language
- choosing books, worksheets, posters, tapes etc, which display positive images, which represent the different backgrounds of our pupils and which avoid gender stereotypes
- choosing resources which are user friendly and easily accessible to all children
- showing in our planning how tasks are differentiated and targeted for children of differing abilities
- ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

## *MONITORING, ASSESSMENT AND EVALUATION*

Assessment of PSHE is by teacher judgement through AFL and using the JIGSAW assessment scheme. We assess who within each class are working at, below or above age expected levels. Here the class teacher and the PSHE coordinator can see whether the children have achieved the learning outcomes of the lessons and find out what needs to be done to make the lessons better the following year. Assessment will also be recorded in the end of year reports.

## *INTERNET AND RELATED TECHNOLOGIES*

We are committed to educating our learners around topics such as internet safety and cyber bullying, peer pressure online and what to do in a variety of situations online, teaching children how to stay safe and enabling them to employ appropriate responses to unwanted messages or online bullying. Staff have CPD training on social media, safe internet use, and children are well aware of safe and appropriate online behaviour. Each term children

cover e-safety, and now thanks to the updated scheme of work, each KS2 year group will have at least two units in the year that explicitly cover the above online issues.

## *COMMITMENT TO BRITISH VALUES*

Roman Road is committed to the teaching and incorporation of British values. These are linked throughout cross curricular teaching within the curriculum.

For example-

Science links with health, from how to brush your teeth in KS1, to how to live a healthy lifestyle in year 6.

Religious Education links, belonging to a community and diversity, with each class presenting a class assembly based around a different Religious festival.

Links with the environment and how to respect the area that they live in,

Diversity which is promoted by studying books from other cultures in English, through Religious Education, and visits to local temples, mosques and churches.

Democracy, in PSHE we discuss why do we have rules when living in a community and learn more about the role of Parliament.

Through our provision of SMSC, we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- □ enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

ROMAN ROAD PRIMARY SCHOOL

## Circle Time for Children Policy

### *POLICY STATEMENT*

At Roman Road Primary, we have decided to develop the concept of Circle Time. We understand that it contributes to Roman Road Primary School's National Curriculum by helping to give teachers and children a simple way of structuring class discussion time. It meets National Curriculum criteria on speaking and listening. It also addresses issues concerned with spiritual and moral development. Circle Time helps children learn about the differences and similarities between themselves and the rest of the class. It helps them reflect on their own individual development and their social development within the group.

### *SKILLS, KNOWLEDGE AND UNDERSTANDING*

Children learn many different skills in Circle Time including speaking and listening. It is a springboard to make children aware about their peers regarding their views, concerns and feelings towards different subjects. This greater knowledge will help teachers trying to generate empathy and tolerance of each other's differences and



needs. It will help build a better atmosphere in the classroom. Children can meet together to discuss many different issues, but each circle time has to have certain essential characteristics:

- The ground rules must be set at the start by the children and referred to each time
- Everyone joins in on an equal footing
- The children know that their opinion is not wrong, but that they must be able to back it up
- It is a time for the children's own concerns/questions
- It provides a structure for problem-solving and sharing
- Children do not have to earn the right to participate
- Children do not have to struggle to be heard
- Everyone has the responsibility to listen and the opportunity to speak □ The teacher acts as the facilitator and not a teacher

## ORGANISATION

There are clear rules to be upheld in this time. They should be elicited from the children and should cover the following:

1. You are allowed to pass.
2. You will listen when someone else is speaking.
3. You will not judge people or make fun when they talk.
4. Confidentiality- we don't spread any gossip about the things talked about, but the teacher may have to tell another adult what was said if s/he is concerned about something.

The classroom door should be closed to give the children the idea that this time is a private time and no interruptions are accepted. This includes interruptions by other children or any adult in the school. A 'Do not disturb' sign should be placed on the door.

It should take place in the classroom and always begins with a **thinking game** led by the class teacher. The children need to be sat in a circle on chairs (but if there is a lack of space sitting on the carpet is accepted). The children

are then introduced to the stimulus and have thinking time. The children come up with a question per pair and then the question that the children want to talk about is voted for. After this, the teacher becomes the facilitator and does not offer views and opinions on what is being discussed. Instead they challenge the children to justify what they say and invite other children to agree or disagree and then again say why. It is important to have a definite closing activity when each child gets the opportunity to say one last thing about the question, one thing that they learnt or something about the way they felt in the session.

### *ACCESS TO CIRCLE TIME*

Each class at Roman Road Primary School will have Circle Time every week.

### *EQUAL OPPORTUNITIES*

It should be fully accessible to all children regardless of race, gender, physical disability or special educational need. If children are disruptive during this time, then the teacher should endeavour to find ways to keep that child in the class and not send them out. During this time, the children should be self-regulating as they are in control of the discussion.