

# EMMBROOK JUNIOR SCHOOL



## Personal Social and Health Education (PSHE) and Citizenship Policy

**Responsibility of:** Curriculum and Pupil Achievement (CPA) Committee  
**Date of Policy:** July 2018  
**Date of Review:** July 2020

### 2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened so they make good academic progress whilst gaining increasing resilience and respect for the community.

### Introduction

This policy states the principles on which the planning, implementation and evaluation of PSHE and Citizenship in the curriculum are based. This policy will be reviewed by the staff and the governing body on a regular basis. The implementation of this policy will be monitored by the subject leader and the Head Teacher.

This policy should be read in conjunction with the Sex and Relationships Education Policy and the Drugs Education Policy.

### The Nature of PSHE

PSHE encompasses all areas designed to promote children's personal, social and health development. It gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, and make the most of their own abilities.

### The Nature of Citizenship education

There are 3 interrelated strands in the framework: -

- Social and moral responsibility
- Community involvement
- Political literacy

These are taught to prepare children to play an active role as members of a democratic society, to develop independence and responsibility, and to make informed choices about their own lifestyle.

### **The Aims of PSHE and Citizenship Education**

Our school mission statement reflects what we hope to achieve in PSHE and Citizenship. We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to

1. stay as healthy as possible
2. keep themselves and others safe
3. have worthwhile and fulfilling relationships
4. respect the differences between people
5. develop independence and responsibility
6. play an active role as members of a democratic society
7. make the most of their own abilities and those of others
8. behave in a socially and morally acceptable way including towards authority and each other
9. become involved in the life of their community
10. know about democracy and how to be an active citizen
11. know about economic wellbeing
12. value the achievements they make, and the achievements of others
13. make informed choices about dealing with risks and meeting challenges now and in the future
14. decide upon the values by which they want to live their lives

Our school curriculum and ethos promote spiritual, moral, social and cultural development and prepare all pupils for the opportunities and responsibilities within their lives.

### **Delivery of PSHE**

PSHE is taught within cross-curricular lessons, as discretely timetabled lessons and through Circle Times. It is primarily delivered using the Social and Emotional Aspects of Learning (S.E.A.L) programme. Children may also be given the opportunity to join small 'Nurture' groups to work together to develop further aspects of their social skills.

### **Teaching and Learning**

In addition to the aims stated within the teaching and learning policy, a variety of teaching methods and cross-curricular links will be used to maximise learning opportunities for all pupils.

We teach PSHE to all children, whatever their ability. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

### **Assessment**

Teachers assess children in PSHE by monitoring their work, observing them working together during lessons, considering their contribution and opinions to discussions and reflecting on how they respond to others. It is not appropriate to assess children's own

values or attitudes. These assessments will then feed in to the end year report to parents

### **Resources**

Our school has a wide range of resources to support the teaching of PSHE across the school. Equipment and materials are centrally stored in the PSHE cupboard which is available to staff at all times. As well as teacher guides, a wide range of reference books, pupil books, posters and leaflets are available. The school nurse visits regularly to support teachers in their lessons on particular topics. Other outside visitors including the community vicar, community support officer and parents may also offer valuable skills. The teacher is the final decision maker about what is taught in his/her classroom. Any outside visitor should be involved in planning the lesson with the teacher and work within the school's guidelines for PSHE.

### **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE Subject Leader. He or she is also involved with supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school by writing the PSHE Action Plan and updating the policy. The PSHE Subject Leader provides the Senior Leadership Team with information through reviewing planning and topic coverage and reviewing the progress towards the targets in the School Improvement Plan. Samples of good work from each year group are collected and used to create a portfolio of work.

### **Approved by Governing Body**

**Chair of Governors**

**Date 17.07.2018**

**Head Teacher**

**Date 17.07.2018**