



Shinfield St Mary's C of E Junior School

PSHE Policy Our Vision

Jesus said 'As I have loved you, so you must love one another.' John 13, 34

This commandment guides us all to love and value all members of the school community. Children and adults from all backgrounds will thrive in the belief that diversity is to be celebrated and respected. As well as loving those who are present in our lives they will interact in the world in ways that reflect their responsibilities as global citizens and custodians of our planet. Our children will make an impact in the wider world which will benefit future generations

Love is Patient
Love is Kind
Love is Honest
It trusts, hopes, perseveres and protects.

Document History:

Version	Issue Date	Comments
	Feb 2012	Reviewed
	Feb 2014	Reviewed
	May 2016	Reviewed
	Sep 2019	Reviewed
	Sep 2022	Vision and removed references to Jigsaw
	Sep 2024	Reviewed

Next Review September 2026

1 Aims and objectives

1.1 Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. Whilst fulfilling our vision, we believe that the development of PHSE is a lifelong and continuous process. It is concerned with personal growth and human issues and should provide opportunities for the development of the individual within themselves, their communities and the wider world. These should all be considered within the Christian ethos of the school.

1.2 Aims

The aims of personal, social and health education and citizenship are to enable the children to:

- prepare the children for the challenge and choices they will face throughout their formative years.
- develop an awareness of their responsibility as part of the wider community, playing an active role as citizens of that community
- develop awareness about what comprises a family and a loving relationship, appreciating that family structures may vary
- develop a sense of morals and the true sense of right and wrong
- develop a healthy and safe lifestyle
- respect the differences between themselves and others

1.3 Objectives

- To develop self-awareness, positive self-esteem, independence, responsibility and self-discipline by recognising strengths and weakness in themselves and setting themselves realistic goals
- To understand that they and others need to stay safe and to promote a healthy lifestyle, being aware of the dangers of poor hygiene, poor diet and the misuse of illegal substances
- To know about the functions and development of their own bodies
- To develop an appreciation and respect for people from other cultures and faiths and to accept people for who they are
- To recognise the importance of family life and understand the nature of relationships with peers, families and friends
- To show an awareness of and to play an active role in the school, local community, immediate environment and the wider world
- To be tolerant and respectful towards others and to treat people fairly in a non-discriminate way
- To be aware of bullying, why it happens, the consequences and strategies for dealing with it
- To understand that they are members of a global community and that their mind-set should not be on charity towards those less fortunate than themselves, but on social justice.

2 Teaching and Learning style

2.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active

citizenship, e.g. social justice fundraising, the planning of school special events such as Sports Relief, Red Nose Day or Eco-Week. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as road safety representatives, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

3 PSHE and Citizenship curriculum planning

- 3.1** We have a whole school approach to PSHE, using SCARF schemes of work. Although we have an allotted slot each week to teach PSHE, as a discrete subject. But it is also underpinned by collective worship, values days/events and visits/visitors.
- 3.2** Our allocated lesson each week follows the SCARF scheme. The aim is to bring all aspects of PSHE together – including Picture News and whole class texts. In addition, there are weekly themes that we focus on across the whole school and which are rewarded in celebration assemblies every week.
- 3.3** Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about environmental issues for the Rainforest topic, we offer pupils the opportunity to explore our responsibility for our planet.
- 3.4** We also develop PSHE and citizenship through activities, initiatives and whole-school events;
- school council representatives from each class meet regularly to discuss school matters
 - residential visit to North Wales in Year 6 where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.
 - Eco-Week
 - Eco-school: Eco-school representatives from each class meet regularly to monitor and suggest new ways in which the school can lessen its impact on the environment
 - Year Group Ambassadors and Senior Pupils
 - Playground Pals – Playground peer support
 - Assemblies
 - Displays: including values and well-being displays

4 Teaching PSHE and citizenship to children with special educational needs

- 4.1** At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship 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 against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 4.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some

additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

- 4.3 Some children will have an Education Health Care Plan (EHCP) which will often include, as appropriate, specific targets relating to PSHE or well-being.
- 4.4 We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a social justice fund-raising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

5 Assessment and recording

5.1 Monitoring

Citizenship is monitored informally through standards of behavior, personal conduct and current issues identified by staff and pupils.

PSHE is assessed formally through class assessment, which are monitored by the PSHE leader and assessment leader.

5.2 Reporting

These are reported to parents through the annual report.

6 Resources

- 6.1 Teachers have the SCARF log-in for their classroom, and access to resources on the shared drive. There are additional resources in the library and through the Picture News resource. Our global partnership with The Holt Secondary School has given us access to resources that focus on global citizenship (through the Global Dimension website) and enable children to be more socially aware.

7 Monitoring and review

- 7.1 The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and citizenship, 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 is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Note Policies directly linked are:

- RE
- Science
- Sex Education
- Behaviour
- Drugs
- Anti-bullying