

# **Solihull Junior School** **Personal, Social and Health Education (PSHE)** **and Citizenship Policy**

At Solihull Junior School we view PSHE and Citizenship as being at the very heart and centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfactory relationships, based on respect for themselves and for others, at home, at school and in the community.

## **Introduction**

PSHE relates to the planned learning opportunities which promote pupils' personal and social development. PSHE will promote and reinforce the school's ethos and encourage the development of self-discipline, responsibility, spiritual values and a personal moral code, leading to the highest possible standards of behaviour, consideration for others and a pride in themselves and the School. PSHE supports and promotes the crucial Every Child Matters agenda.

## **Aims and Objectives**

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council and annual mock elections.

We teach them about rights and responsibilities. We try to give as many pupils as possible the chance to hold a position of responsibility such as monitors, librarians, mentors, school council representatives, form, house captains. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to develop the skills, knowledge and understanding to be able to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues and manage risk in their own lives;
- understand what makes for good relationships with others;
- have respect for themselves and others, valuing the differences and similarities between people;
- be independent, self-disciplined and responsible members of the school community;
- be positive and active members of a democratic society;

- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.
- to make healthy and informed choices.

### **Teaching and Learning Style**

All of the elements of PSHE are introduced to the pupils in a way which is suitable and appropriate for their age and maturity. Progression in learning involves developing and expanding topics at regular intervals throughout the pupil's school career. All teachers will endeavour to provide a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently.

We use a variety of teaching and learning styles including:

- talking/discussion/questions;
- using videos/CD ROMS, ICT;
- using other resources: books/pictures/photos, games, short plays, poetry;
- working as a whole class, group, pair, and individually – talking and listening to each other and responding appropriately;
- using Circle-Time discussions;
- allowing opportunities for pupils to express their feelings, concerns, attitudes and values.

We place great emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We promote the development of independent learning through activities e.g. termly newsletter which is pupil driven and written.

We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, eco and recycling issues and projects both in school and in the local community, annual mock elections, the planning of school special events such as an assembly or open morning, or involvement in an activity to help other individuals or groups less fortunate than themselves.

Pupils are supported in applying the skills they are learning in real life situations as they arise, e.g. working as part of a group on a project, helping their peers deal with social problems.

We offer children the opportunity to hear visiting speakers, such as charity workers, police, and firemen, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## **PSHE and Citizenship Curriculum Planning**

The PSHE curriculum is delivered through:

- discussion as a form group;
- co-ordinated assembly themes which provide an opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievement.;
- the general life of the school including breaks, lunch time, after school activities and special events;
- inter-related work in other curriculum areas, e.g. Science, PE, RE;
- Specific planned PSHE topics, e.g. transition issues, getting to know people, bullying, healthy eating.

The curriculum is carefully planned to ensure that a balanced programme exists which provides a progressive educational experience.

PSHE is taught in a planned, weekly session during a form period in J3 and J4 and in a weekly timetabled period in J1 and J2. All these sessions are taken by the Form Tutor. An emphasis is placed on active learning through planned discussions, Circle-Time, investigations, role play activities, group work and problem solving.

Sometimes we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in Geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for Religious Education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons.

We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to PGL in Boreatton Park in J3, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. We have introduced a weekend residential trip to France in J4.

PSHE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional Circle-Time session in response to a particular event or issue.

## **Sex Education and Relationships** (see Policy)

Pupils will be taught PSHE, and in particular sex/relationship education, within the moral framework which already exists within the school's values and ethos, and includes:

- respect for oneself and others;
- respect for the rules and code of practice expected in school.

Pupils will also be encouraged to:

- appreciate the value of family life, marriage and the responsibilities of parenthood;
- appreciate that families have various forms (single parent, foster arrangements etc) and that these can function well in different circumstances;
- consider the importance of self restraint, dignity, respect for themselves and others, loyalty and fidelity;
- recognise the physical, emotional and moral implications and risks of certain types of behaviour.

Throughout the programme pupils will be encouraged to ask questions and these will be answered in an appropriate and relevant way.

## **Drug Education**

Drug Education forms part of the Science curriculum in J4.

Pupils are encouraged to make healthy informed choices by:

- increasing their knowledge and understanding of appropriate drugs and the potential effects that the drugs have on them;
- challenging existing attitudes;
- developing their perceptions of self-worth and self-esteem.

## **Teaching PSHE and Citizenship to Children with Learning difficulties**

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, relevant 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 individual 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.

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 the Eco club painting the band stand and planting tubs in Brueton Park, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Resources**

Each Form tutor has his/her own copy of the main resource booklets that are used as the basis for the programme. We keep additional resources for PSHE and citizenship in a central store in the Junior School staff room. The Thompson Library contains further resource material for the pupils. There is a wealth of information on the Internet. A CD Rom includes 101 ways to teach children social skills and ideas for Circle-Time.

### **Assessment**

Teachers will continually make assessments of pupils' progress in their personal and social development both formally and informally. These observations will be noted and used to inform the Form Tutor's Grade, which is intended as a measure of conduct and social development in its broadest sense.

### **Monitoring and Review**

The Head of the Junior School will ensure that the PSHE programme is monitored and evaluated through:

- a regular review of term plans;
- informal and formal discussion with teachers;
- informal and formal discussion with pupils.
- Informal observations.

This policy links particularly to the following policies – Sex and Relationships Education, Child Protection, Behaviour, Anti-Bullying, Health and Safety and Pastoral Care.

See attached Every Child Matters agenda.

Lindsay Brough  
Head of the Junior School

Reviewed October 2009

## **Every Child Matters Agenda**

We want all our children to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being.

### **Being Healthy:**

We need to ensure that our children enjoy good physical and mental health and live a healthy life style by:

- being active and receiving enough exercise to keep them physically healthy and fit.
- being happy and confident, both mentally and emotionally.
- having a balanced, healthy diet both at lunch time and at breaks.
- having enough knowledge to make sensible choices about their personal health and be able to say no, especially to harmful drugs and substances.
- being confident about their bodies and aware of the changes they will experience as they grow.

### **Staying Safe:**

We need to ensure that our children are being protected from harm and neglect and growing up able to look after themselves.

We will do this by ensuring that:

- we are being vigilant carers through our strong pastoral care
- we make the school a safe place to be, safe from accidents.
- our children know what to do to keep safe from bullying.
- we have a strong anti- bullying policy.
- we have close links with the local Community Police Support Officer
- we foster mutual respect and moral well-being through our school ethos, keeping our children safe from crime.
- our children feel secure in a caring school.

### **Enjoying and Achieving:**

We need to ensure that our children are getting the most out of life and developing broad skills for adulthood.

We will do this by ensuring that all children:

- enjoy school and are well prepared for their transition to us from infant schools and from us to the senior school.
- have equal opportunities to be successful and achieve their very best.
- achieve their potential, through high quality teaching and learning, and high expectations.

- enjoy playing, and know how to work and play collaboratively and cooperatively with others.
- have a safe learning environment and a rich, motivating curriculum which is appropriate to their individual needs and ability.

#### Making a Positive Contribution:

We need to ensure that our children are given opportunities to make a positive contribution to the community and to society and not engaging in anti- social or offending behaviour.

We will do this by giving them opportunities:

- to become involved in decision making and have a voice e.g. School Council, monitors, mentors.
- to model positive behaviour, set good examples and represent the school.
- to make positive choices about behaviour and the ethos of the school.
- to develop self confidence and deal positively with life's challenges.
- to be inspirational and independent, to develop their own ideas, to take risks with ideas, challenges and problem solving.
- to support local, national and international charities by collecting money and raising awareness of their issues.
- to be active in helping environmental and community projects.
- to develop awareness of being a responsible citizen.

#### Having Economic Well-being:

We need to ensure that our children are not being prevented by economic disadvantage from achieving their full potential in life.

We will do this by ensuring that they are:

- involved and have a say in financial decisions through the School Council and fund raising.
- understand how to look after our school's resources, especially in the playground.
- given opportunities to deal with money choices, especially in fund raising events and school trips.

# **Solihull Junior School** **Suggested Schemes of Work**

## **Resources**

The materials that are used to support the PSHE programme have been designed to be flexible and can, therefore, be used in a variety of ways to suit either the Form Tutor's needs or whole school curriculum management.

Teachers may decide to tackle a whole unit or sub theme as a longer-term project, perhaps culminating in a class assembly. Alternatively, they can dip in and out of the activities as real PSHE issues crop up in school – bullying, personal hygiene, health and safety, etc. Teachers should feel free to use the resources as they consider appropriate to the specific needs of their class.

All Form Tutors have access to:

- The Smart Learning Scheme
- PSHE Handbook
- “Answers” Handbook
- Bullying – Identify, Cope, Prevent, published by Prim-Ed (in 2 volumes – Upper/Lower Juniors)
- CD Rom includes 101 ways to teach children social skills and ideas for Circle-Time, also found in Barney in PSHE folder.

Other resources (videos and Education Packs etc) are stored centrally in the Junior School staff room.

Further resources for pupils can be located in the Thompson Library.

## **Suggested Topics for Study**

The Smart Learning Scheme is a progressive scheme for each year group. Each book contains five units:

- Knowing Me
- Staying Healthy
- Being with Other People
- Living in the Community
- Protecting the Environment

These five units have each been divided into sub-themes, including emotional literacy, healthy eating, bullying, money and charity, pollution and so on.

Teachers may wish to use this as the basis of their programme of study and supplement with the other sources.

## **PSHE RESOURCES**

1. N.S.P.C.C. Pack
  - Self Awareness and Personal Safety
  - Taking Care of Myself
  - Taking Care in My Family
  - Taking Care in My Home
  - Taking Care of My Safety
2. Colgate Dental Health Schools Programme
3. BBC Learning to be You pack – Substance Misuse
  - Sex Education
  - Citizenship
4. Assorted leaflets on Drugs
5. Join the Activates Booklet - Health
6. D.A.R.E. to resist Drugs and Violence pamphlets
7. Citizenship Magazine
8. National Fire Safety Education Pack – includes Teachers' Notes and 4 activity sheets.
9. Safewise – Book teaching children and young people the life skills of personal safety + video
10. Circle Time by Jenny Mosley

### **Videos**

Safewise (Developing Safer Independence) (Suzy Lamplugh Trust)

Home Safe – Helping our Kids Feel Safe



**Solihull Junior School – PSHE –2009-2010**

	<b>J1</b>	<b>J2</b>	<b>J3</b>	<b>J4</b>
Christmas Term	Getting To Know You Communicating With Others	Knowing Me Staying Healthy	Being With Other People Friends and Friendship	Non-verbal Communication
Easter Term	Non-verbal Communication	Being with Other People/Living In The Community	Rules and Responsibilities	Making New Friends
Summer Term	Non-verbal Communication Being Part Of A Group	Protecting The Environment Equal Opportunities	Personal Strengths And Weaknesses Keeping Safe	Developing Character Caring About Yourself And Others