



James Bateman Junior High School

Policy for PSHE, SEAL and Citizenship

Context

Personal, Social and Health Education (PSHE), SEAL 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, providing pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals.

Our pupils will learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. At James Bateman, all pupils are valued and encouraged, and positive relationships are fostered in a safe environment that is conducive to learning.

Aims for PSHE, SEAL and Citizenship

The aims of Personal, Social and Health Education and Citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues
- understand what makes for good relationships with others;
- have respect for others;
- be independent 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

Curriculum Organisation

PSHE, SEAL and Citizenship will be delivered through a combination of planned curriculum opportunities and whole school approaches. We use a range of

teaching and learning styles to meet the requirements of the National Curriculum. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. As part of the usual life of the school, we encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups in the local community.

Activities include:

- Timetabled PSHE, SEAL and Citizenship lessons for each form, each week. Following a programme of study developed to reflect the issues that our pupils are likely to encounter in their lives.
- Three Enrichment Days per year, One per term
- Hearing visiting speakers, such as health workers, police, and representatives from organisations relevant to the PSHE and Citizenship curriculum
- Assembly themes are linked to the PSHE and SEAL themes to reinforce messages.
- All subjects allude to PSHE, SEAL and Citizenship at relevant points during the curriculum.
- Tutor time, when not dealing with the general, day to day requirements of school life, are used for short, PSHE and SEAL based activities, such as games, circle time activities and discussions.
- Residential experiences make an important contribution to the pupils' personal, social, emotional development.

PSHE is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE has an equal priority with other learning

Special Needs

We teach PSHE and Citizenship to all our pupils, regardless of their ability.

Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss. Learning Support Assistants are assigned to forms where there are children with the highest level of need.

Teaching and Learning

PSHE is delivered in line with the school's teaching and learning policy. PSHE, perhaps more than any other subject, works within the real life experiences of children and young people, therefore, it is important to establish a safe, secure and positive learning environment. To facilitate this, we use the following teaching and learning approaches:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries
- Using distancing techniques, including depersonalised discussions, role play and theatre in education

- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
 - Dealing with unexpected questions and comments from children and young people sensitively
 - Building on children and young people's knowledge and experiences
 - Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving
 - Providing a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge
 - Allowing time for children and young people to reflect and consolidate their learning
 - Having high expectations of children and young people's achievement and behaviour
 - Providing differentiated learning opportunities for children and young people with special educational needs
 - Using a variety of groupings, including single sex, where appropriate.
- A variety of teaching and learning strategies are used to deliver PSHE which take into account pupils' age, development, understanding and needs.

Curriculum Content

Our pupils will be taught the four key components of PSHE knowledge, skills and understanding:

- 1 developing confidence and responsibility and making the most of their abilities
- 2 preparing to play an active role as citizens
- 3 developing a healthy, safer lifestyle
- 4 developing good relationships and respecting the differences between people.

For Citizenship our pupils will be taught:

- 1 Social and moral responsibility.
- 2 Community involvement.
- 3 Political literacy.

PSHE is provided and effectively taught through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

Resources

Resources, which support this area of the curriculum, will be up to date, relevant to children and young people and presented in ways that are consistent with the fundamental aims, values and teaching approaches of PSHE. Overall responsibility for PSHE resources is held by the co-ordinator. The co-ordinator should ensure resources to be used by visitors are appropriate for our school and the ages of our pupils.

Visiting speakers, e.g. health promotion specialists, school/family planning nurses, community police and fire officers, make a valuable contribution to the PSHE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the delivery of the PSHE programme.

In addition to existing resources, the school aims to review and update resources regularly in accordance with budget allocation

Parental Involvement

The school believes that it is important to have the support of parents and the wider community for the PSHE programme. Parents are/will be given the opportunity to find out about and discuss the schools' programme through

- parents evenings
- information letters, newsletters and displays

Assessment, Recording and Reporting

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them.

Teachers assess the children's work mainly by making informal judgements as they observe them during lessons. This is because the curriculum has been written with an emphasis on practical activities and discussion, rather than on written work. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage and at the end of each programme of study.

Form tutors will put a level on to the termly reports to parents and the half termly internal report. Form tutors will be able to add a simple comment relating to PSHE and Citizenship to the annual report to parents on pupils' progress.

Learning will be demonstrated through assessment against learning outcomes identified in curriculum planning. A variety of assessment and recording techniques will be used in line with the school's assessment policy.

Monitoring and Evaluation

There will be ongoing evaluation and monitoring of the programme for PSHE the co-ordinator, line managed by Senior Management . Monitoring will take place in accordance with the school's monitoring cycle.

Safeguarding

Teachers and other adults involved in PSHE will sometimes hear disclosures that suggest a child may be at risk of abuse. All staff are aware of the school's safeguarding policy. A copy of this is available from the school's designated teacher for safeguarding who is Mrs K. Baggaley.

Where an adult believes a child may be at risk, the designated teacher must be consulted before any further action is taken.

LINKS WITH OTHER POLICIES

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate

- Sex and Relationship Education
- Drug Education (including Alcohol and Tobacco)
- Teaching and Learning

- Equal Opportunities
- Child Protection
- Behaviour
- Anti-Bullying

Confidentiality

The school will ensure that:

- Staff, children and young people and parents/carers are aware of our policy on confidentiality, how it works in practice and understand individual rights to confidentiality
- Children and young people are informed of the limits of confidentiality that may be offered by teachers
- Children and young people are informed of sources of confidential support, e.g. school nurse/health adviser
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Sex and Relationships Education (SRE) Policy

Aim

To give children and young people the opportunity to learn about:

- physical, moral and emotional development.
- the importance of marriage for family life, stable and loving relationships, respect, love and care.
- sex, sexuality and sexual health.

Objective

SRE has three main elements:

1. knowledge and understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;

2. personal and social skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and learning how to recognise and avoid exploitation and abuse.

3. attitudes and values

- learning the importance of values and individual conscience and moral considerations;

- learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and
- developing critical thinking as part of decision-making.

Due to the age of our pupils, we only discuss family planning and contraception as part of our science lessons, not as part of our PSHE and SRE programme.

Responding to Sensitive Issues

The schemes of work have been written to help staff when discussing issues that may be sensitive. Some issues are not included in our schemes as we feel they are better discussed when pupils are older. However, from time to time, pupils may ask questions or discussions may naturally progress on to some of these issues. Staff are expected to answer with emotional and age sensitivity to the pupils and with thought to how parents would respond when handling delicate or controversial issues.

Right to Withdraw

Parents/carers have the right to withdraw their children from SRE lessons that fall outside those aspects covered in the National Curriculum Science lessons. Parents do not have to give their reasons for withdrawing their children, but will be made aware of the implications of removing children. Letters will be sent out before any SRE lessons are to take place and parents will be told that it will be assumed that all pupils will take part in these lessons unless parents opt out in writing. If Parents do opt out, the pupil will be put into an alternative class during these lessons. Due to the organisation of the schools timetable, it is unlikely that the pupil would be placed in another PSHE lesson.