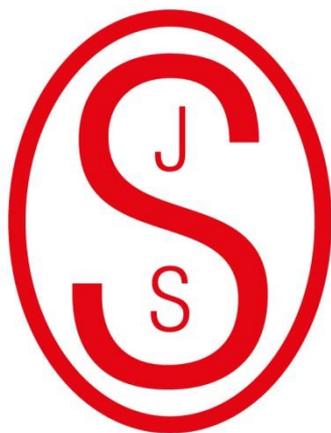


Saltersgate Junior School



Personal and Social Education Policy

Persons responsible for policy: Mr P Chambers (Headteacher), Mrs A Webber (Chair of Governors)

Rationale

Personal and Social Education is concerned with qualities and attitudes, knowledge and understanding and abilities and skills in relation to oneself and others. It encourages social responsibilities and morality. Our school ethos reflects the shared belief that the following key issues are central to its development:

- positive relationships
- mutual respect
- development of self-esteem
- fulfilment of one's own potential.
- Emotional empathy

The school's regard for personal and social education is expressed not only through the curriculum and pastoral arrangements, but through the whole school environment, the values transmitted by the personal example of teachers and other adults working the school, and the self-esteem fostered among its children.

Education of quality by its very nature promotes good personal and social development.

School Aims for Personal and Social Education

We aim for children to develop appropriate attitudes and behaviour that will help them make meaningful relationships and transitions, to realise their personal ambitions in a complex and ever changing world; to learn that success, achievement and fulfilment should go hand in hand with mutual respect and support for one another.

School Objectives for Personal and Social Education

- To become competent in the skills required for everyday living.
- To promote independent thinking and make sensible choices.
- To enable children to be self-reliant, self disciplined and maintain self-respect.
- To encourage an enterprising and positive approach to activities and challenges.
- To be considerate to others, to respect people's points of view and opinions.
- To have an understanding of fair play and an understanding of the need for rules.
- To take initiative and act responsibly as an individual and member of the family, school and wider community.

Roles of the Teacher

Children need to be encouraged to come to terms with their own emotions, to behave with consideration for others' needs and to learn the necessary skills to lead a safe and healthy life. They will need to form close relationships with the adults working with them. As they grow older the importance of peer and group relationships will increase. However, they will continue to need security and stability in their environment. They will also have the opportunity to encounter a widening range of personal and social learning experiences and a growing knowledge and understanding of social issues.

There should be high expectations of the children; they should be helped to clarify their thinking to formulate strategies for dealing with identified tasks, to be listened to with discretion and politeness and to be accepted as worthwhile individuals. Teachers who offer good examples of behaviour will have a valuable effect on children's expectations, self-esteem and attitudes.

Curriculum

The aims of Personal and Social Education will be fulfilled through aspects of the pupils' experiences in the taught National Curriculum, the informal curriculum and through opportunities as they arise and will be embedded into long, medium and short term planning.

There are identified opportunities:

- English

Drama and role-play to explore questions of personal identity, people behaving in ways perceived to be good/bad, practising different ways of life, holding contrasting positions in society, revealing a range of feelings and beliefs. Power of persuasion and peer pressure.

- Maths

Fair play and respect for rules in mathematical games.

- RE

Questions of personal identity, relationships between behaviour/belief, the nature of moral ideas and codes, how people conduct relationships and encounter experiences. Stereotyping and issues regarding race, culture or gender.

- PE

Fair play, collaborative team work and respect for rules, awareness of the safety of themselves and others, sense of achievement for some children though, who may not achieve so well at other curriculum areas.

- History

Explore personal, social and moral aspects of the experience of others, insight into unfamiliar points of view and motivation, how relationships between individuals and groups develop over time.

- Art/Music

How artistic activity and the social environment influence each other. Developing an understanding of emotions portrayed in both colour and form.

- ICT
Developing an understanding and awareness of feelings and emotions in themselves and others. Promoting group work and celebrating the achievements of those who may not achieve so well in other curriculum areas.
- Science
Design and consequence of scientific experiments, ethical questions, e.g. power generation, conservation, pollution.
- Technology
Understand the need of various groups, e.g. the aged, persons with physical disabilities.

Cross curricular themes and dimensions:

- Citizenship
- Multicultural Education
- Health Education
- Equal Opportunities

Personal and social development should also be promoted through sound pastoral care enabling children to relate personally to the class teacher through extra curricular activities such as school visits, residential experiences, clubs and social fund raising events.

Special Educational Needs

Children with behavioural, emotional and/or academic special needs may often need particularly sustained and sensitive support from their teacher, support staff and peers.

Assessment

Personal and social development will be assessed in a variety of ways:

- Knowledge and understanding will be assessed through written work or practical activities.
- Children's attitudes and values may be assessed through professional judgements in open-ended discussions.
- Monitoring and evaluation
- Most of the provision to promote personal and social development in school is found in Curriculum areas or pastoral care and will be monitored and evaluated during the planning procedures.

Training Provision

The decision of training members of Saltersgate Junior School will be discussed between the PSHE Co-ordinator, the INSET Co-ordinator and the member of staff in question.

The PSHE Co-ordinator or member of staff will decide what is required with regard for training or development of skills and knowledge. The INSET Co-ordinator will organise the training by helping

to find a specific course (with the help of the teacher in question and consent of the Head Teacher).

Inclusion of Looked After Children and children with Special Educational Needs (Learning Difficulties &/or Disabilities)

Adhering to the school's Inclusion Policy is paramount within all curricular and extra curricular areas. Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.

Version	Date	Changes	Approved