



**Reviewed Jan 2018**

**To be reviewed Jan 2020**

### **Process**

All children regardless of gender, race or disability will participate equally in PSHE education. There will be ongoing evaluation and monitoring of the programme for PSHE and citizenship. PSHE and Citizenship is a life-long process of learning. It helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens.

### **Inclusion**

All children regardless of gender, race or disability will participate equally in PHSE education.

### **PHSE Aims**

To enable the children to:

- take part in a wide range of activities and experiences across and beyond the curriculum, working with members of the school and wider community
- understand what makes a good relationship with others;
- develop a sense of self worth and belonging
- reflect on their own experiences and explore attitudes and feelings
- develop their own moral code including attitudes and behaviour in relation to what is right or wrong.
- Learn about rights and responsibilities
- make informed choices regarding personal and social issues
- develop personal qualities needed to fully participate and function in society
  - respecting others
  - sensitivity to other opinions, attitudes and cultural values
  - appreciating and valuing others
  - developing self-confidence and self-esteem,
  - co-operating with others
- learn to appreciate what it means to be a positive member of a diverse multicultural society.
- to ensure that the children will begin to understand about citizenship
- to ensure pupils have an opportunity to develop Christian values.

### **School environment, relationships and ethos.**

Pupils' personal, social and emotional development will be encouraged by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment which is conducive to learning.

In our school we aim to deliver a PHSE and Citizen curriculum that is relevant to young children through an appropriate scheme of work using

- story,
- puppets,
- role play,
- circle time,
- accelerated learning,
- positive affirmation statements throughout the school environment
- discussion.

We celebrate success in our weekly celebration assembly and links to the ECM agenda. Pupils are sent post cards home in the post informing parents of their success.

### **School curriculum**

We use a range of teaching and learning styles. Emphasis is placed on active learning by including the children in discussions, investigations and problem-solving activities wherever possible. We follow the Social Emotional Aspects of Learning (SEAL) programme. We follow the Wakefield Scheme of Work. This ensures it is taught discretely as well as covertly and is given high priority. As a Church of England School the SEAL programme is linked to daily Collective Worship using the 'Twelve Baskets Programme'.

EYFS; SEAL sessions are responsive to issues that come up during the course of the week. E.G. new babies born into families' and behaviour issues.

We encourage the children to take part in a range of practical activities that promote active citizenship, such as helping each other, charity fundraising, celebration assembly, playground leaders programme etc

### **PHSE and Citizenship is taught**

- Through Science, Geography, History, RE, Literacy and Drama and PE.

-Through discrete activities in weekly circle time with follow up activities and discussion, class worship and collective worship

- Identified children take part in weekly PSHE activities called 'Gingers Group'. This is a 'socially speaking' programme targeted at children with immature speaking, listening and social skills.

The main focus will be the four strands and their components

1. Self esteem- including self awareness, building self confidence, promoting a sense of well being and developing a sense of belonging.
2. Communication- developing self confidence in speaking, practising listening and disclosing feelings.
3. Relationships- including understanding others, promoting good relationships, co-operating with others, valuing others and resolving conflict.
4. Spiritual and moral including discussing sensitive issues, solving problems, reflection and mediation.
5. Personal & Social Education is one of 3 specific areas of new Early Years Foundation Stage Curriculum.

### **Celebration of achievement - assessment, recording and reporting**

As with any learning process, assessment of pupils' personal, social and emotional development is important. It provides information which indicates pupils' progress and achievement and informs the development of the programme.

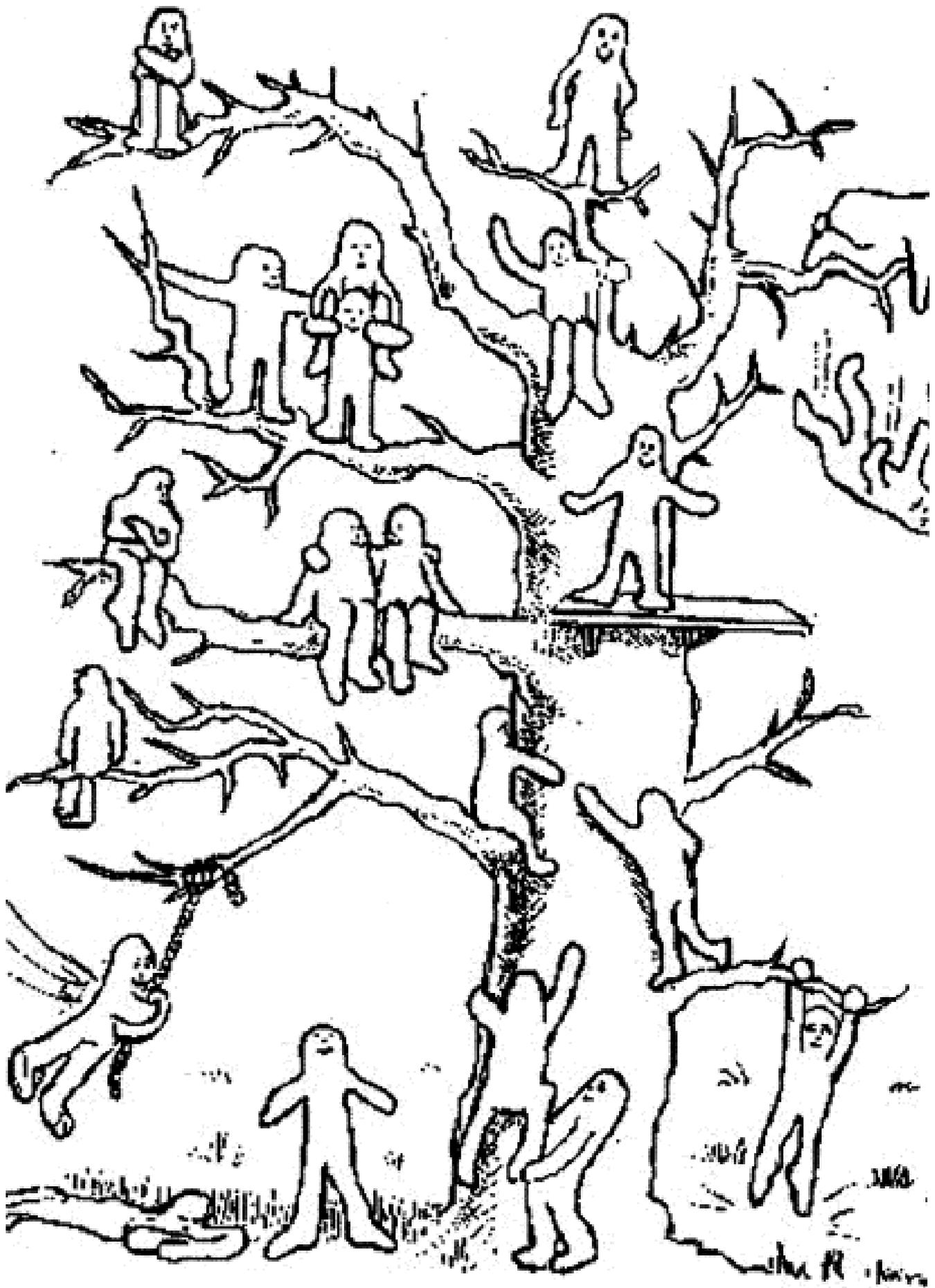
Pupils do not pass or fail within this area but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupil's self awareness and self esteem.

Teachers assess the children's work in PHSE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives. We have clear expectations of what the pupils will know, understand and be able to do.

There is no requirement for end of key stage assessment in PHSE. However the school keeps records of each child's progress and reports this to parents during parent consultations and in the annual report at the end of the year.

Celebration of achievement contributes to building pupils' self esteem, developing a sense of community and belonging, helps create a positive atmosphere in the school and develops pupil's sense of pride.

Below are a number of worksheets which can be used when teachers support children.



*Let God's love shine as we care for each other and learn together.*

## **Blob Tree**

[www.blobtree.com](http://www.blobtree.com)

### **What is The Blob Tree?**

The Blob Tree came out of the work by Pip Wilson, with young people, in the East End of London around 20 years ago. The blob illustrations initiate and promote discussion of feelings in a non-threatening way. This method is used all over the world and appeals to all ages. Questions are supplied for guidance and to help personal exploration.

### **You will need:**

Copies of the Blob Church illustration sheet  
Questions

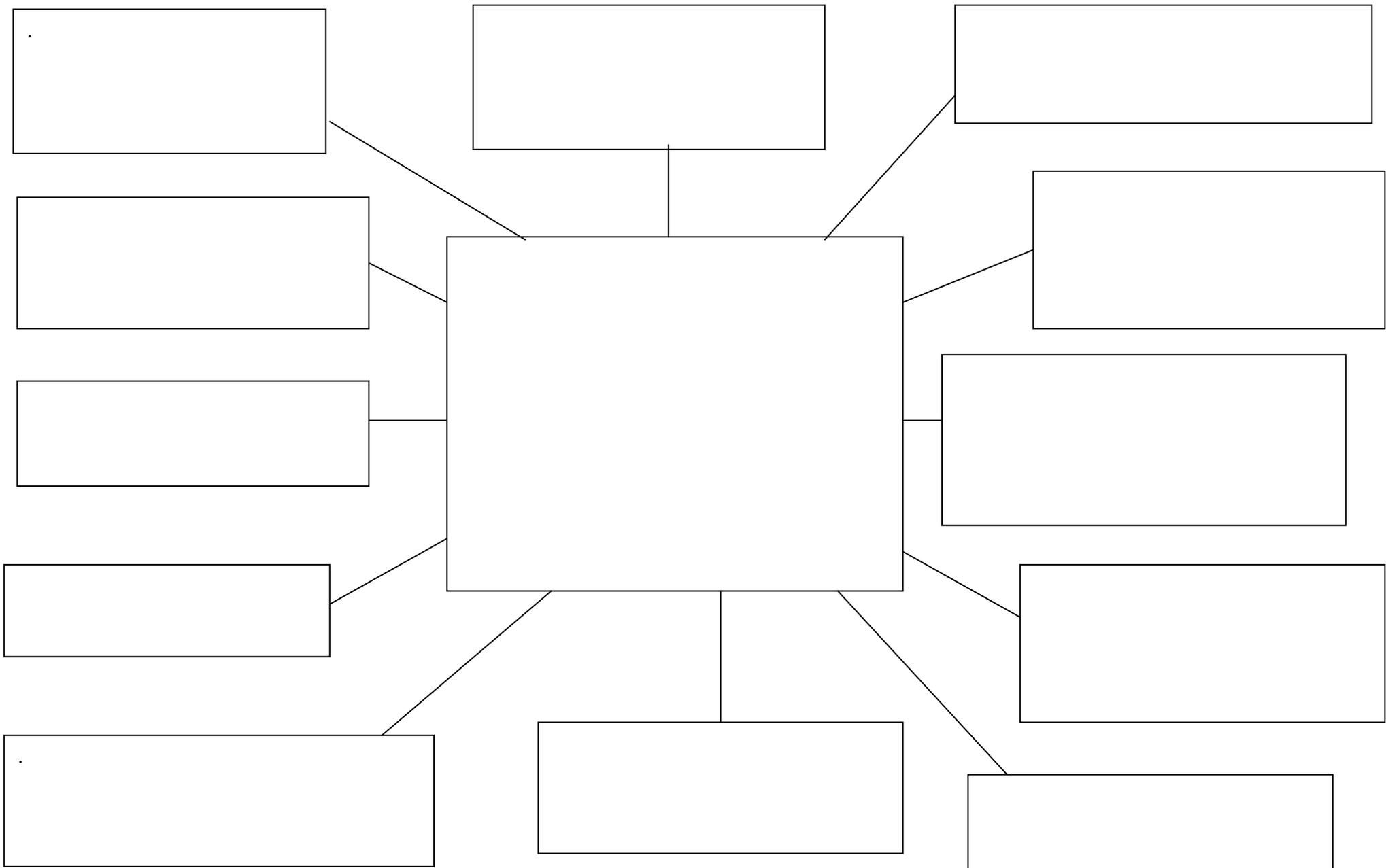
### **Method:**

- Enlarge the Blob Church illustration or give out an A4 copy to each child
- Ask children & young people to look at the illustration
- Leaders to ask the following:

### **Suggested questions:**

- Which Blob do you feel like today?
- Why do you feel like that?
- Which Blob would you like to feel like?
- Which Blob do you feel like when you come to church?
- Which Blob do you feel like when you are with your mum or dad in church?
- Which Blob do you feel like when you are with your friends?
- Which Blob do you feel like when you are with all ages in church?
- Which Blob do you feel like when you are in your Sunday school/youth group/Bible study?
- Which Blob do you feel like when someone talks about God?
- Which Blob does God feel like in church?

Please use your own suggestions for questions. This exercise is ideal for small group work. Invite a leader or young leader to be a scribe for the feedback.



*Let God's love shine as we care for each other and lead*