

## **PHSE Policy 2016**

This document provides information for everyone who has an interest and concern in the teaching of Personal Health, Social Education and Citizenship at Sacks Morasha JPS. This policy has been written in conjunction with our behaviour policy and Kodesh Curriculum combining our SMART principles system.

### **Aims and Objectives:**

We believe that the education in PSHE and Citizenship enables children to become healthier, more independent and more 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 doing so, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the School Council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and Citizenship helps in many ways to meet the objectives set out in the Children's Act 2004 (Every Child Matters) – 'that to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

At Sacks Morasha we strive to develop the children's spiritual, moral, social and cultural development.

Our objectives in the teaching of PSHE and Citizenship are for all our children:

- To know and understand what is meant by a healthy lifestyle;
- To be aware of safety issues;
- To understand what makes a good relationship with others;
- To have respect for others;
- To be thoughtful and responsible members of their community and their school;
- To become active members of a democratic society;
- To develop self-confidence and self-esteem;
- To make informed choices regarding personal and social issues;
- To develop good relationships with other members of the community.

### **Teaching and Learning Style:**

We use a range of teaching and learning styles to meet PSHE and Citizenship Curriculum. We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, eg. Charity fundraising, the planning of special school events (such as assemblies and performances) or involvement in helping other individuals or groups less fortunate than themselves including a range of Tzedakah initiatives.

We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as ambulance works, police as well as local community workers such as our principal Rabbi and other esteem figures in our community, whom we invite into the School to talk about their role in creating a positive and supportive local community.

### **PSHE and Citizenship Curriculum Planning:**

We teach PSHE and Citizenship in a variety of ways. Sometimes, eg. When dealing with issues in drugs education, we teach PSHE and Citizenship as a discrete subject. On other occasions, we introduce PSHE and Citizenship topics through teaching in other subjects. For example, issues in geography and the world around us. Also, as there is a large overlap between the programme of study from our kodesh education and the aims of PSHE and Citizenship, we deliver a considerable amount of PSHE and Citizenship through our Kodesh lessons.

We also develop PSHE and Citizenship through various activities and whole school events, eg. The school council representatives from each class meet regularly to discuss school matters. The School is committed to providing a setting where the responsible choice becomes the easy choice and is SMART. The personal and social development of young people is the responsibility of all. The school also provides a 'healthy school's climate and culture; and strong pastoral team who have systems in place to offer extra support to any child who needs it.

### **SMART Principles**

We aim to focus learning on individual pupils' needs and abilities and we will enable each pupil to take ownership of and make personal commitment to their learning.

At Sacks Morasha we have our SMART principles which underpin our behaviour policy and support our PSHE curriculum.

We want our children to:

- S (Simcha)

Be happy

- M (Middot)

Display good middot/characteristics,

- A (Achdut)

Work as part of a community,

- R (Ruach)

Create a pleasant atmosphere

- T (Torah)

Do as many mitzvot from the Torah as they can.

Our children are introduced to a mishna or passuk, which teaches a value related to SMART once a month on Rosh Chodesh and work hard to carry out this characteristic/midda throughout the month supported by lessons taught in PSHE allocated time.

### **The Foundation Stage:**



We teach PSHE and Citizenship in our Foundation Stage Unit as an integral part of the current topic. We relate PSHE and Citizenship of the children's work to the objectives set in the EYFS Framework. Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the Framework. We also support citizenship education in the Foundation Stage, when we teach 'how to develop a child's knowledge and understanding of the world'.

### **Key Stage 1 and 2**

We teach PSHE and citizenship once a week focusing on a range of different objectives taken from the Kodesh Curriculum, SEAL Curriculum and our SMART Principles scheme.

### **PSHE and Citizenship and ICT:**

ICT makes a contribution to the teaching of PSHE and Citizenship in that children in computing classes learn how to work together in a collaborative manner in partners. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussions on safety and other issues related to electronic communication, the children develop their own view about the use and misuse of IT as well as how to keep themselves safe.

### **PSHE and Citizenship, Racial Equality and Equal Opportunities and Inclusion:**

We teach PSHE and Citizenship to all children, regardless of their ability. Our teachers provide opportunities matched to individual needs of the children with learning difficulties. Booster groups and Individual Provision Maps focus on well-being. When teaching PSHE and Citizenship, teachers take into account the targets set for the children in their IMPs, some of which targets may be directly related to PSHE and citizenship targets.

This policy is committed to ensuring that everyone has an equal opportunity to succeed. (Differentiated curriculum) No member of the school should suffer or be disadvantaged by direct or indirect discrimination. The School follows the Prevent Duty. Our policy of inclusion will mean that teachers will adapt the curriculum as necessary to meet the needs of children who may have emotional or physical difficulties or special educational needs.

For More Able pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

### **Assessment For Learning:**

Our teachers assess the children's work in PSHE and Citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.



We do not set formal tests or examinations in PSHE and Citizenship. The assessments that we make of pupil achievement are positive and we report on these to parents in annual School reports and at Parent Evenings.

**Monitoring and Review:**

The planning and co-ordination of the teaching in PSHE and Citizenship are the responsibility of the Key Stage/Senior Leaders, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE
- Evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.
- Uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE and Citizenship lessons across the school.

The quality of teaching and learning in PSHE and Citizenship is monitored and evaluated by the Leadership Team as part of the school's agreed cycle of lesson observations.

This policy will be reviewed every two years.

**Policies Linked to this Policy:**

Safeguarding and Child Protection Policy  
Positive behaviour policy/Anti- Bullying Policy  
Kodesh Curriculum Policy  
Spiritual, Moral, Social, Cultural Policy  
Prevent Policy  
British Values Statement