



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School  
Subsidiaries of JWA Holdings Limited*

## **Social Policy**

***PSHE, Modern Foreign Languages, RE***

**This policy should be read in conjunction with the *Teaching and Learning Policy*, any related subject policies and the following:**

Assessment Policy  
Anti-Bullying Policy  
Behaviour Policy  
Drugs, Alcohol and Tobacco Education Policy.  
Equality and Community Cohesion Policy  
Health and Safety Policy  
Safeguarding and Child Protection Policy  
Special Educational Needs and Disability Policy  
Sex and Relationships Policy

**Other documents that support the teaching and learning of Personal, Social, Health and**

### **Economic Education:**

Social and Emotional Aspects of Learning (SEAL) resources  
Documentation to support curriculum planning e.g. Emotional Literacy resources

Throughout this policy 'parents' denotes those with parental responsibility.

### **Mission statement**

#### **Personal, Health, Social and Economic Education (PSHE)**

Our school aims to provide a balanced, creative education in a stimulating, safe environment through which children maximise their talents and abilities, develop a pride in their achievement and feel happy, confident and secure. PSHE is the subject that particularly underpins the teaching and learning of the School's values: aspiration, belief, cooperation, creativity, fairness, integrity, resilience, respect and responsibility and our belief in educating the whole child and preparing him or her to take an active role as a local, national and global citizen.

#### **Modern Foreign Languages**

The learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. "In the knowledge society of the 21st century, language competence and intercultural understanding are not optional extras; they are an essential part of being a citizen. Language skills are also vital in improving understanding between people here and in the wider world, and in supporting global citizenship by breaking down barriers of ignorance and suspicion between nations. Learning other languages gives us insight into the people, culture and traditions of other countries, and helps us to understand our own language and culture."

## **RE**

We learn about and celebrate faiths and religion during our topic-based lessons. We believe that Religious Education (RE) helps equip children to be members of the diverse local, national and international communities in which they live and allows them to look at things beyond themselves and discover fundamental things about themselves and about being human. RE gives children an opportunity to explore faith and spirituality, develop a deeper sense of their own beliefs and values and enables them to ask and consider challenging questions within a context of mutual trust and respect.

**We encourage our children to grow to understand themselves and others and play a positive role in contributing to the life of the centre and the wider community. In so doing, we help to develop their sense of self worth, independence and ability to make healthy lifestyle choices. We teach them about rights and responsibilities. They learn to appreciate what it means to be a member of a diverse multicultural society.**

### **1.1 Aims and objectives**

#### **PSHE**

We aim to ensure that children will:

- 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 centre 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 centre and the wider community.

#### **Modern Foreign Languages**

We aim to

- develop pupils' communication and literacy skills that lay the foundation for future language learning
- develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English

- enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others to provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects
- foster positive attitudes towards foreign language learning;
- form a sound basis for further study.

## **RE**

Our aim is to help children and young people to learn about and learn from religious and spiritual insights, beliefs and practices and to:

- provoke challenging questions about the ultimate meaning and purpose of life, beliefs about
- God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism as well as ethical non-theistic traditions, such as Humanism;
- offer opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life;
- enhance awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures;
- encourage learning from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses;
- enable the development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally;
- offer preparation for adult life, employment and lifelong learning;
- foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs by promoting discernment and combating prejudice.

## **2. Approaches to Teaching and Learning**

A variety of methods and activities are used to enable pupils to interact with one other, developing interpersonal skills, and also to allow them to clarify their values and attitudes and express feelings in a constructive way.

All lessons will:

- respect individual pupils' views and feelings;
- enable all pupils to participate through use of a variety of classroom groupings;
- allow pupils some time to reflect upon what they have learned;
- be brought to a satisfactory conclusion in the time available.

We also recognise that Social subjects are not only taught in lessons but also through the ethos and values of the centre and the relationship between staff and children.

### **3. Resources**

In addition to the resources listed in the Teaching and Learning Policy, children are also given the opportunity to participate in workshops during particular themed weeks. These may include anti-bullying workshops, and workshops to promote healthy eating and living.

Stories (both religious and secular) and interactive media such as video material are often used as a starting point. Children are also given opportunities to meet and talk with visitors representing different faiths and beliefs and to visit local places of worship representative of the different faiths where possible.

### **4. Learning Environment**

We recognise the importance of teachers creating a safe supportive learning environment in which children are able to ask questions with confidence, discuss their feelings openly and talk about subjects that may be of a difficult or sensitive nature in an atmosphere of mutual respect.

Displays are encouraged to be present in classrooms, discussing and debating moral values. (See also Teaching and Learning Policy).

Ground rules will be set by the class teacher in all class and small group discussions to respect others' opinions, values and beliefs.

### **5. Planning**

#### **PSHE**

Planning is usually intertwined with topic-based subjects. We encourage teachers to plan lessons which incorporate PSHE/SEAL discussion.

Themed blocks are often taught, such as:

Healthy and Fitness week where the main emphasis is on developing healthy eating and healthy active lifestyles.

Respect week where the emphasis is on respecting one another, being kind, resolving conflict and forming safe non-abusive relationships.

Global Citizen week where the emphasis is on becoming a member of our local and global community, and raising money for our partner charity in Kenya.

We also recognise that opportunities arise for teaching and learning in PSHE that are unplanned, and may be specific to particular individuals, groups, classes or year groups.

These opportunities may require follow-up in the form of further planned sessions. Within our primary phase, all children have individual objectives and targets, which are set on a weekly basis, to ensure they make progress and build upon their previous learning and understanding.

## **RE**

RE is taught through topic-based lessons. Units are enquiry based, enabling children to explore a question in the context of one or more of the major world faiths.

In both Key Stages 1 and 2, children become familiar with the beliefs and practices of different faiths, exploring themes and how they are reflected in one or more of the major world faiths. At KS2 children study aspects of Christianity alongside a contrasting religion each year. By the end of the Key Stage the children should have a comprehensive knowledge and understanding of Christianity and a basic knowledge and understanding of five other religious faiths (two religions in Year 6) as well as Humanism. An emphasis is placed on developing: responsibility, values, empathy and spiritual awareness.

Within our secondary phase (Key Stages 3 and 4), our students are given the opportunity to discuss and debate their understanding and beliefs about different faiths and also moral dilemmas they may encounter. Our sessions are delivered to help the students consider all viewpoints and make an informed decision about their own moral beliefs for themselves.

Across the centre, pupils are given opportunities to share in and develop awareness of festivals from various cultures and traditions, although these may be studied in more depth when relating to the faith that is a focus for that year group's scheme of work.

## **6. Assessment**

PSHE is a subject in which informal and observational assessments are particularly relevant in making judgments about children's progress and level of understanding.

Special achievements are recorded in learning journals (in the Early Years) or teachers' session reports. Instances of good citizenship are celebrated and rewarded during community celebrations.

## **Cross Curricular Opportunities**

### **Reading, writing, communication, maths and ICT**

Texts and stories are frequently used as a basis for PSHE work and verbal and non-verbal communication are key to teaching about building relationships and exploration of issues through drama and role-play. Links are also made to ICT via resources and work around the issue of cyber-bullying and to maths through development of economic understanding.

## **Foundation subjects**

Other subjects often provide a context to explore personal, social, health or economic ideas. Cross-curricular links arise naturally between PSHE and foundation subjects e.g. Sex Education and Science, responsibility for the environment and Geography, democracy and History, costing and marketing and DT, healthy active lifestyles and PE, development and understanding of personal values and RE

## **Spiritual, Moral, Social and Cultural (SMSC)**

There are strong links between SMSC and PSHE, with many shared contexts and opportunities for development such as assemblies, School Council meetings, social group tea parties and community events.

## **Enhancing the Curriculum**

Workshops are often offered to several year groups to promote understanding of issues such as road safety, healthy eating or anti-bullying strategies.

## **Inclusion**

We promote acceptance and respect for all. We foster this in our pupils and practise it ourselves. Our purpose is to deliver a well planned and appropriate PSHE curriculum, which meets the needs of the community that we serve. The emphasis in our centre is to know each child as an individual. In line with our policy on Equality and Community Cohesion, we avoid making invalid assumptions about the characteristics and behaviour of groups of pupils and ensure that all staff are knowledgeable of, and sensitive towards, individual differences within children or their families be they in gender, race or ethnicity, disability, religion or belief, sexual orientation, gender identity or reassignment, pregnancy or maternity. These differences in our community may be particularly pertinent in some of the aspects of the PSHE curriculum and staff make every effort to cater sensitively to individual needs and circumstances.

We recognise and respect that matters of faith, belief and values are personal. Staff seek to be alert to ways in which offence may be given and respect children's right both to talk about and not to talk about things that are important to them.

## **Withdrawal from RE lessons**

Parents have a right to request that their child be excused from attending some or all RE lessons and are not obliged to state their reasons for seeking such withdrawal. However, if teachers receive such a request, they will suggest that an appointment be made with the Headteacher to discuss the matter. In this way the School can discuss the practical implications of withdrawal and parents are able to raise any specific topics or issues about which they object to their child being taught, so as to clarify whether occasional or regular

withdrawal from lessons is more appropriate. Pupils who are withdrawn from these lessons will be given work with an alternative group.

### **Special Educational Needs and Disability**

It is recognised that some individuals need particular support to develop their personal, social and emotional skills and individual or group programmes may be tailored to meet the needs of these children. See SEND Policy and Behaviour Policy for further details.

### **Health and Safety and Safeguarding**

PSHE provides a particular forum for pupils to develop their understanding of personal health and safety. See also Health and Safety Policy.

It is also a subject in which sensitive and difficult issues are often under discussion e.g. within the Learning to Respect programme or Sex and Relationships Education. Issues raised by any child must be dealt with sensitively and appropriately. Any concerns must be reported to the Headteacher as designated person for child protection immediately. See Safeguarding and Child Protection Policy.

### **11. Roles and Responsibilities**

In addition to the responsibilities outlined in the Teaching and Learning Policy, the teachers and Headteacher will also liaise with specialists and theatre groups in order to arrange visits during themed weeks throughout the year to support children's learning.

#### **Policy:**

Janice Woods, Headteacher  
August 2018

To be reviewed: August 2019

Revised September 2020 in line with DfE guidance (PSHE Policy)

Revised March 2021 (Social Policy)

Reviewed: 31st August 2022, Jennifer Abraham