

**Grove School Policy Statement**  
**for**  
**Personal, Social, Health Education and Citizenship**

**Rationale**

Personal, Social, Health Education and Citizenship (PSHE& C) is a priority which permeates and is intrinsic to all of our school life and directly links to **all** of our school policies. Particular, specific links are explicit within our Spiritual, Moral, Social and Cultural Development (SMSC) policy and our Learning Policy. It is the responsibility of our whole school community, all staff, pupils, governors and parents.

PSHE & C in our school is central to all that we do. Everyone is involved in decision making and organisation and as they get older the pupils take on more responsibilities. Personal, Social, Health Education and Citizenship is much more than a part of our curriculum, it is a holistic way of life for our whole school community.

**Aim**

PSHE& C is our single most important learning policy and aims to value and develop each individual child and student within an ethos and culture which encourages a maturing understanding of the choices and decisions which everyone makes, the consequences of these and the subsequent actions taken. Personal and social rights are openly discussed and reflected upon in the context of personal and social responsibilities through the quality of relationships between individuals and groups, which are part of our whole school, local community and within a global context.

It is much more than a planned part of the curriculum, it is a supporting framework which aims to permeate a child's whole development into an independent, thoughtful, conscientious and considerate adult who has an inner value of them self, as an individual and who is an open minded thinker who values all others equally. All adults within our school community aim to be positive role models, who are committed to being reflective practitioners, who assess and develop their own PSHE & C maturity.

**Definitions and Guidelines**  
**Emotional Literacy, Intelligence and Development**

Currently there is much recognition of the importance of our emotions and how effective self management and control of these is a key feature of success. Daniel Goleman in his series of books, may possibly be the most widely known and read author with regard to Emotional Intelligence and other publications include a newsletter called Emotional Literacy Update, which is issued over ten months each year, for its subscribers. However the wide recognition of the importance of our emotions also contributes to a complexity because there are so many competing definitions and understandings. There is much overlap between emotional literacy and intelligence and personal, social, health education and citizenship and each of these individual areas but through specific definitions we aim to support clarity of understanding which informs our practice.

**Definitions and Guidelines**  
**Personal Development/Intrapersonal Skills**

A pupil's understanding of themselves as a unique individual. Intrapersonal skills includes:-

- Emotional Self Awareness - we aim to help our pupils to develop the ability to recognise and understand his/her own feelings and emotions, understand the differences between them, know what caused them and why and how his/her feelings and emotions may affect others. Self management of ones own behaviour and understanding triggers to highly emotive thoughts and possible impulsive reactions, which may have been created through elation, depression and anger and positively managing these, is taught both within structured lesson time and at opportune times, following specific incidents, to enable pupils to understand how they can develop and support their own 'emotional health', social and emotional competence' and 'emotional well being'.
- Assertiveness - Pupils are supported with skills which enable him/her to constructively and thoughtfully communicate and express their feelings, beliefs and thoughts and to effectively share these with others, without compromising their beliefs.

- Self - Regard and Self - Actualization - Pupils are helped to look at and understand themselves as an individual and to respect and accept themselves through celebrating their individuality and achievements and by understanding that through motivation and drive how they could further develop their potential. It is helping every child to develop a healthy self respect and self esteem which enables them to be confident individuals who have an inner understanding of their own self-worth.
- Independence - For many pupils who attend The Grove School achieving independence as an adult is a highly ambitious and for some very special children, an unrealistic ambition. However we regard independence in its widest sense and consider that it is everyone's responsibility to ensure that all individuals are involved in decision making, have the opportunity to express choices and are treated with dignity as equals. We aspire to support our students to be self-reliant and self-directed in their thinking and actions and to be free of emotional dependency upon others, to be able to 'think for themselves' and whilst continuing to listen to and empathise with others to be able to make responsible decisions for themselves.
- Problem Solving:- is solution focussed based on the ability to look at and objectively analyse and define a problem, supported by asking numerous questions which help to widen and deepen ones understanding and clarify particular issues of concern, rather than being overwhelmed by a situation and/or narrowly and subjectively focussed. Skills of understanding issues from another's perspective are supported through Circle Time and Philosophy for Children, P4C.
- Reality Testing:- is the ability to assess and understand the difference between what is experienced (the subjective) and what in reality exists (the objective). Circle Time and P4C are again very useful strategies in helping children and students understand that his/her perceptions and 'What is true to them' may be very different to another's perceptions and what his/her truth is, even though both have experienced the same event and are recalling what he/she perceive to be the truth. Skills such as logic, collaboration skills, ego control and developing a maturity of thought, which supports the understanding of issues from several contrasting views, through identifying with the reality of several perceptions and 'truths' is a most ambitious target and one which

we encourage all adults, who work in and support our school to recognise too.

- Flexibility:- is the ability to adjust one's emotions, thoughts and behaviour to changing situations and conditions. It helps pupils to recognise that they do not have to be entrenched into specific actions, responding in the same perhaps negative way to issues and that they can be actively creative in their responses. Through discussions in Circle Time, P4C and analysing real life situations pupils are helped to understand that they can choose and have several options with regard to his/her responses and behaviours, an increased awareness of his/her self and the ability to ask creative questions, which encourages and supports thoughtful management of his/her emotions.
- Stress Tolerance:- is the ability to withstand adverse events and stressful situations without falling apart by actively and confidently coping with stress by being able to share concerns and triggering support mechanisms by doing so. Many of our pupils have previously and currently suffer from depression, some to the extent that he/she needs to take prescribed medication and/or has help from the psychiatrists of the Child and Adult Mental Health Service. The children suffer from many aspects of emotional ill health, helping them to understand how he/she can manage these difficulties positively, is supported with much multi-professional care and involvement. Emotional ill-health may be triggered by many issues, some of which such as loss and bereavement are more easily identifiable than others, often the children themselves may not and often do not understand what the cause of their emotional pain is and we encourage everyone, especially parents to ensure that we all share sensitive information with regard to changes in behaviour and observations which are of concern.
- Impulse Control:- is the ability to resist or delay an impulse, drive or temptation to act. Challenging behaviour is a learning difficulty which an increasing number of our pupils suffer from and which is predominately challenging because of unpredictable, impulsive actions and reactions. Pupils are taught specific strategies to enable them to think about their behaviour, the choices they have and how they can positively manage themselves. Removing themselves from a situation, a self managed time out strategy, counting before responding and going to an agreed area of the classroom or to the quiet room, refer to our Quiet Room Policy, are

some of the strategies which pupils are encouraged to independently use. Staff support pupils by using their expertise and experience to try and identify antecedents and using specific strategies to try and diffuse situations including distraction, positive direction, humour and planned ignoring. Reference to our Positive Behaviour/Encouragement Policy is also highly appropriate with regard to ensuring that this area is effectively supported.

- Happiness:- is the ability to feel satisfied with one's life, to be able to enjoy oneself, being with others and to have fun. Often seeking happiness is ironically the cause of depression because the elation of enjoying special moments and instances of awe and wonder are confused with understanding what happiness is and trying to establish this as a permanent emotional state rather than one which is a very special and infrequent sensation/emotion. A definition of happiness may be more realistic in understanding this emotion through a general contentedness and satisfaction with life which gives one the energy and enthusiasm to pursue friendships and interests, the ability to value oneself as worthy of happiness and joy and actively making decisions which support this outcome, of which enjoying very special moments is only one aspect. Happiness may be achieved by putting one's life into perspective, which is often referred to by people who have experienced great adversities and may include treasuring nature at its best rather than being a financially or commercially driven experience, for example gardening, watching the sun rise and set, a walk along the beach etc. helping children to understand how they can make positive decisions and actively enjoy life through participating in a wide range of activities and interests. The link with an active lifestyle and a healthy, happy disposition is well researched and documented and we will support our pupils to understand this link and to actively practice such a lifestyle.
- Optimism:- is the ability to look at the brighter side of life and to maintain a positive attitude even in the face of adversity. Supporting children to understand about their emotions and how they can actively do things to manage these helps our pupils to realise that they can and are able to make choices and have options which enables them to control how they view and consider life, analogies such as 'Is the glass half full or half empty?' and discussions related to these supports a depth of understanding. Having an optimistic outlook may help children and students to positively manage all the changes which are a part of life and look

forward with anticipation rather than fear and dread to future opportunities, changes and life in general.

### Definitions and Guidelines Social Development/Interpersonal Skills

How an individual pupil relates to others, interpersonal skills includes:-

- Relationships - is a pupil's ability to establish and sustain relationships that are contextually appropriate, through a developing social maturity which understands the many different levels of relationships that are an intrinsic part of our culture. For individuals who have an Autistic Spectrum Disability all aspects of personal understanding are difficult and relating to others appropriately, within the social context and others expectations of the interaction, is particularly complex, of which literal interpretations and expressions are only one aspect. We aim to support the development of personal and social skills throughout our established holistic approach.
- Empathy - is an individual's ability to be attentive to, to understand and to appreciate the feelings of others, to be able to 'emotionally read' other people and to identify with their point of view through an understanding of others feelings, emotions, experiences and perceptions. Genuine and sincere compassion and being able to communicate these feelings is a highly developed part of one's character, discussing and understanding empathy may support similar aspects, within an individual's character development.
- Social Responsibility :- is the ability to be a cooperative, contributing and constructive member of social groups. It is dependent upon team skills, community participation and volunteerism, a willingness to contribute and support one's own and other social groups, which may be of no direct benefit to oneself. Within our school it means contributing to the success of our whole school life by voluntarily seeking and taking on responsibilities, it also means being aware of the greater good which each individual and our school can contribute to society as a whole. Staff model their social responsibility by their willing, voluntary and enthusiastic support for extra curricular responsibilities and through the way they interact with each other and with pupils, parents, governors, visitors and multi-professional colleagues. Pupils demonstrate their social responsibility through their interactions with each other, with adults and through their

participation in a range of social settings. Responsibilities begin with completing tasks within the classroom and gradually extend to independently taking messages between classrooms and to staff in the school office and kitchen. Responsible behaviours are recognised and rewarded with a 'Monitors' badge for younger pupils and a 'Prefects' badge for older students.

### Definitions and Guidelines

#### Health

A healthy person is someone who is well both physically and emotionally. A person may be born with a disability but that does not necessarily mean that they are ill, for they could be both physically and emotionally well.

- Physical health and well being:- is directly supported through learning outcomes within our Physical Activity, Science and Food Technology planning.
- Exercise:- pupils are helped to understand how being active and regular exercise positively impacts upon both their general physical and emotional health through the aims and guidelines of our PE policy.
- Emotional health and well being:- is directly supported through the aims and guidelines of our Personal, Social, Citizenship, English and Science policies. In particular the 'Thinking Skills' strategies we use, including Philosophy for Children, Circle Time, Odd One Out, Mind Mapping, Concept Maps and Brain Gym supports children and students to develop their concepts and thoughts and widen their understanding.
- Healthy eating:- is directly supported through our Food Technology lessons, the Schools Fruit Programme and our lunchtime planning, preparation and organisation. An understanding of healthy eating is achieved through knowledge of nutrition and how informed choices combine in the short, medium and long term to create a balanced diet. In order to sustain consistent messages we do not label any foods as unhealthy or bad, which enables cakes, sweets, crisps and chips to be enjoyed in moderation but do emphasise the need for balance and the importance of healthy choices which includes a minimum of five portions of fruit and vegetables each day. We are members of the school's healthy fruit scheme but this only supports a small number of our pupils and we therefore subsidise this scheme by purchasing a daily piece of fruit for all our pupils. Lunchtimes are an important part of our taught school day and

staff sit with their class groups to specifically support the development of personal and social skills. The meals are thoughtfully planned by our school cook and are served on a traditional family table basis. Each meal consists of a menu of two courses which is served to everyone, there is no choice, apart from a vegetarian option and provision for special diets. Every Wednesday we have a starter of soup which is followed by a salad. On all other days yoghurt and fresh fruit is an option, alongside the sweet choice of the day. Some pupils are underweight and some are overweight and with the dietician's advice are encouraged to eat foods which are appropriate for their health needs. Chips are served only once a week and boiled potatoes are provided on these days too. Vegetables are served every day and sweet courses are very thoughtfully managed by our school cook to be as healthy as possible.

- Sex and Relationships Education:- is very closely aligned to all aspects of PSHE & Citizenship as well as having its own discreet policy. Pupils are helped to understand about positive and destructive relationships, how they can develop and sustain loving and trusting friendships and also how to safely look after themselves by being assertive in negative situations which may be harmful to them.
- Drugs, Tobacco and Alcohol Education:- is also very closely aligned to all aspects of PSHE & Citizenship as well as having its own discreet policy. Pupils are helped to understand the difference between medicinal drugs which are prescribed to support our health and well being and drugs which are destructive and harmful to us and how making informed choices may be fraught with difficulties and are usually not easy decisions or popular options to make. Peer pressure and commercialism and how to be assertive when others are deliberately trying to entice and tempt one to do/try something, which is against our wishes and better judgement is discussed in depth.

## Citizenship

Definition - Citizenship aims to support children with the knowledge, skills and understanding which will help them to develop their concepts and attitudes to lead confident, healthy and independent lives and to become informed, active and responsible citizens.

"It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and diversity, communities and identities, democracy, conflict and co-operation. As children grow, develop and mature citizenship helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others (including as depicted in the media)." Citizenship QCA/DfES schemes of work.

In addition to our holistic approach it is our agreed school policy to use the non-statutory guidelines for PSHE and Citizenship at key stages 1 and 2 which leads into Citizenship as a statutory national curriculum subject at key stages 3 and 4. The scheme is made up of twelve exemplar teaching units which suggest teaching activities to enable pupils to specifically develop their thoughts, knowledge, understanding, concepts, attitudes and skills, which are at Key Stage One:-

- Unit 1 Taking part - developing skills of communication and participation
- Unit 2 Choices
- Unit 3 Animals and us
- Unit 4 People who help us - the local police
- Unit 5 Living in a diverse world
- Unit 6 Developing our school grounds
- Unit 7 Children's rights - human rights
- Unit 8 How do rules and laws affect me?
- Unit 9 Respect for property
- Unit 10 Local democracy for young citizens
- Unit 11 In the media - what's the news?
- Unit 12 Moving on

The scheme of work builds on children's learning during the foundation stage and aspects of learning which underpin citizenship, for example those relating to:

- disposition and attitudes

- self-confidence and self-esteem
- making relationships
- behaviour and self control
- sense of community
- language for communication
- language for thinking
- exploration and investigation; and
- cultures, beliefs and imagination.

### Links with our Learning Policy

- Thinking Skills By using thinking skills, children can focus on 'knowing how' as well as 'knowing what'- learning how to learn/metacognition.
- Information-processing skills These enable children to locate and collect relevant information, to sort, classify, sequence, compare and contrast and to analyse part/whole relationships.
- Reasoning Skills These enable children to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think and to make judgements and decisions informed by reasons or evidence.
- Enquiry Skills These enable children to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences and to test conclusions and improve ideas.
- Creative-thinking Skills These enable children to generate and extend ideas, to suggest hypotheses, to apply imagination and to look for alternative outcomes.
- Evaluation Skills These enable children to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others work or ideas and to have confidence in their judgements.

Activities to develop, practise and consolidate these skills include: teacher reflection on and modelling of, thinking skills; problem solving in pairs; cooperative learning and group discussion.

A copy of this and all other policies is available from

Mrs Penny Derries, Headteacher by contacting Mrs Lorna Stevenson,  
School Office Manager.

Policy reviewed:- June 2016

Penelope J Derries  
Headteacher

Robert Curry  
Chair of Governors

Next date for review:- June 2016