

Bankwood Community Primary School

Emotional Literacy Policy

'Emotional Literacy' is a new banner created in September 2016 which encompasses the broad aim of best preparing children to be active and successful members of their community. It seeks to encourage children to think about their behaviours and attitudes not only now, but also in the future. With this in mind, it involves a wide range of traditional aspects of education including: British Values, Citizenship, Behaviour, Religious Education, PSHE and Safeguarding.

The Five Key Aims

Our aims in teaching Emotional Literacy at Bankwood Community Primary School are:

- Children are reflective in their attitudes and behaviour
- Children develop their skills in managing their own actions
- Children are able to self-motivate
- Children develop empathy for peers and other people
- Children develop their social skills and are comfortable in a wide range of social situations

Teaching and Learning

'Emotional Literacy' is not discretely taught at Bankwood and there are no formal lessons solely for this area. However, children are given ample opportunity to develop these five aims throughout other areas of the curriculum. While children can develop these skills at any time during the day, some aspects offer a wealth of opportunity. These include (but are not exhaustive to):

- During playtime and lunchtime
- During assemblies (particularly Key Stage and in-class assemblies, which often have a British Values or Religious Education theme)
- During the Enrichment afternoon sessions

British Values and Citizenship

Under the Governments guidelines for promoting British Values in schools, Lord Nash, the Parliamentary Under Secretary of State for schools, stated:

"A key part of our plan for education is to ensure children become valuable and

fully rounded members of society who treat others with respect and tolerance, regardless of background.”

“We want every school to promote the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.”

“This ensures young people understand the importance of respect and leave school fully prepared for life in modern Britain.”

The Emotional Literacy curriculum at Bankwood underpins these three statements. By promoting the five key aims of our curriculum, children will be able to become valuable members of society, be respectful of others and be fully prepared for life in modern day Britain.

Special Needs

While our aim is that all children develop, and eventually achieve at least the expected standard in, their skills as emotionally literate individuals, we understand that not all children will be as successful as we hope. Due to a range of outside circumstances (being on the SEND register, unstable home-life, behaviour struggles, safeguarding issues etc), some children will need extra support in this area. This support will be provided through:

- Additional support and guidance by teachers and support staff
- Support work with the inclusion team
- Additional meetings with family and outside agencies

Assessment

Every term, Emotional Literacy is assessed by class teachers. Across the five aims, teachers judge each child as *Above the Expected Standard*, *At the Expected Standard* or *Below the Expected Standard*. To support teachers with this assessment, statements are provided as to what expected standard would be for that child’s age group. This data is then collected and analysed to judge how successful the curriculum is and if changes need to be made.

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Author – S Pearce

Approved by Governors –

To be reviewed –