

Personal, Social and Health Education Policy

1. Introduction

This policy explains the nature of P.S.H.E. and its contribution to the education of pupils at B School.

This policy has been shared and approved by the teaching staff and school governors.

2. Aims

P.S.H.E. offers pupils the opportunity to:

- learn personal care skills including a healthy lifestyle and basic sex education knowledge
- to develop social skills enabling them to interact with other people, make choices of leisure activities and care for their environment
- to have an understanding of right and wrong
- develop a good self esteem
- have a sense of awe and wonder

3. Entitlement

We follow the requirements of 'The Early Learning Goals' for The Foundation Stage and deliver P.S.H.E. to pupils in the Assessment Centre under the learning area of Personal, Social and Emotional Development.

We endorse the aims of The National Curriculum to provide a broad and balanced curriculum. At B P.S.H.E. is seen as an extremely important area of the curriculum and is valued alongside National Curriculum core subjects. P.S.H.E. is delivered to all pupils in KS1 – 4.

4. Content

The schemes of work for The Assessment Centre are based on The Early Learning Goals and those for KS1 – 4 on the National Curriculum and are adapted to meet the needs of pupils with SLD and PMLD.

The key areas in the P.S.H.E. curriculum at all Key Stages are Personal Growth, Social Development, Spiritual Appreciation and Moral Understanding. There is one unit of Sex Education in the final year of KS2.

At KS3 and KS4, in addition to the above 5 areas, are Drug Education, Leisure Pursuits and Drama.

5. Planning

At KS1 and KS2 all areas are continuing units as P.S.H.E. links with most curriculum areas, requiring short frequent teaching throughout the day. In Year 6, KS2, there is also one blocked unit on Sex Education to be delivered to pupils for whom it is

deemed appropriate.

At KS3 and KS4 Leisure Pursuits and Drama are continuing units, with all the other units delivered as blocked units.

KS1 and KS2 pupils have individual targets taken from the 3 levels of learning outcomes. At KS3 small group targets are set and teachers differentiate during teaching so that understanding can be gained at individual levels. The KS4 scheme of work has close links with the accredited schemes and teachers differentiate according to pupils' abilities.

P.S.H.E. has cross-curricular links with Science and R.E. which are noted in the schemes of work.

6. Equal Opportunities

P.S.H.E. is delivered to all pupils regardless of gender, culture or ability. Boys and girls have equal access to activities.

7. Special Needs

All teachers must make themselves aware of any relevant medical problem or particular learning difficulty, which may affect a pupil's ability to learn.

The SOWs for the subject give suggestions for possible methods of delivery. These can be adapted to suit particular pupils by making reference to the PMLD and Alternative Curriculum materials.

8. I.C.T.

ICT is used where appropriate to support the P.S.H.E. curriculum, e.g. use of symbolised worksheets, symbols to aid making choices, videos, use of digital cameras.

9. Resources

Whole school resources are located on a bookcase in the Resources Room. Each class has resources in its own room, e.g. snacks, PE kit. A few videos are available from Health Education via the school nurse.

10. Assessment, Recording and Reporting of Pupil Progress

Assessment is done by the teacher in consultation with any staff who work with a pupil. Progress and achievement are recorded on pupils' IEPs. Information is given to parents via Annual Reports and at a pupil's Annual Review.

Pupils at KS4 may gain external accreditation through completing modules taken from A.L.L. or N.S.P.

11. Monitoring and Evaluation of P.S.H.E.

The P.S.H.E. co-ordinator carries out detailed monitoring and evaluation of P.S.H.E. As part of this process the co-ordinator looks at all aspects of how P.S.H.E. is delivered in school and its relationship to pupil progress. An action plan for further

development is then drawn up. Monitoring and Evaluation is carried out on a rolling programme every 2 years.

12. Health and Safety

Health and safety issues have been outlined in the scheme. If required, further guidance may be sought from the Health and Safety Representative and/or the school nurse.