

PSHE Policy, Exemplar S

Introduction

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

At S. School the PSHE programme of study brings together careers education, work related learning, enterprise, financial capability and citizenship with personal well-being. It is intended to support school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE).

It supports all five outcomes of the ECM agenda and provides a context for school to fulfil our responsibilities to:

- Promote the physical, social and emotional well-being of pupils.
- Provide sex and relationship and drugs education.
- Provide opportunities for careers education at Key Stage3, careers and work-related learning at KS4
- Ensure pupils have the knowledge, skills, understanding and information to be able to make sound decisions about learning, career and lifestyle choices.
- Promote community cohesion.
- Achieve the aims of the whole curriculum.

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning (SEAL).

Through PSHE we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the principals of respect, equality, fairness, negotiation and cooperation. These principals are embedded in all School policies.

Aims

PSHE education at S aims:

- to give pupils the knowledge and develop the self esteem, confidence and self-awareness to make informed choices and decisions
- to develop thinking skills and reflective learning
- to encourage and support the development of social skills and social awareness
- to enable pupils to make sense of their own personal and social experiences
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle.
- to enable effective interpersonal relationships and develop a caring and considerate attitude towards themselves and others.
- to establish opportunities for increased pupil involvement in the life of the school and local community.
- to encourage a caring attitude towards and responsibility for the environment
- to develop work skills and to nurture a positive attitude towards learning.
- to help our pupils understand and manage their feelings.
- to understand how society works and the rights and responsibilities of this.

Content

Early Years Foundation Stage

In the Early Years Foundation Stage PSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum.

PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of the termly topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

PSHE in the Primary Department

The Scheme of Work divides the year into themes and PSHE may be linked to these themes or taught on a more individual basis through an IEP to promote personal care skills.

The children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play/ work alongside and then co-operatively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others. As children begin to develop into young adults, they face the changes of puberty and transfer to the secondary department with support and encouragement. SEAL materials and

themes may be incorporated into the curriculum.

Students may be given the opportunity to participate in extra-curricular activities and after-school clubs that promote personal and social development.

In the Secondary Department the curriculum is delivered using a thematic approach. The study of economic well-being and financial capability includes learning about:

- different types of work
- work roles and identities
- skills and qualities in relation to employers' needs
- personal budgeting, money management and a range of financial products and services
- risk and reward in trade, savings and / or investment
- social and moral dilemmas about the use of money

The study of personal well-being includes learning about:

- examples of different values encountered in society and the clarification of personal values
- the knowledge and skills needed for setting realistic targets and personal goals
- physical and emotional change and puberty
- sexual activity, human reproduction, contraception, pregnancy, and sexual health
- drug, alcohol and tobacco use and misuse and the personal and social consequences of misuse for themselves and others
- how a balanced diet and making choices for being healthy contribute to personal well-being; the importance of balance between work, leisure and exercise
- ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
- a knowledge of basic first aid
- forming effective interpersonal relationships and developing a caring and considerate attitude towards themselves and others.
- different types of relationships
- the roles and responsibilities of parents, carers and children in families
- the similarities, differences and diversity among people of different race, culture, ability, disability, gender, age and sexual orientation and the impact of prejudice, bullying, discrimination and racism on individuals and communities

Students are given the opportunity to participate in extra-curricular activities and after-school clubs that promote personal and social development.

PSHE in the Post-Sixteen Department is taught throughout the curriculum, with a bias towards multi-sensory approaches. Students are encouraged to respond to/participate in various activities that aim to promote personal and social skills, in a stimulating and enjoyable environment. These activities may take place within small groups or on an individual basis. There are also opportunities to participate in whole-school social activities. Individual work on behaviour, managing emotions or personal care may be addressed through IEPs.

In addition to this the Post-Sixteen Department PSHE curriculum aims to promote learning about:

- different types of work
- work skills
- interpersonal skills in a work-setting
- personal budgeting and money management
- different values and beliefs in society
- how to set realistic targets and personal goals
- physical and emotional change and puberty
- sexual activity, human reproduction, contraception, pregnancy, and sexual health
- drug, alcohol and tobacco use and misuse and the personal and social consequences of misuse for themselves and others
- how a balanced diet and making choices for being healthy contribute to personal well-being; the importance of balance between work, leisure and exercise
- ways of keeping safe and getting help

- a knowledge of basic first aid
- forming effective interpersonal relationships in a variety of settings and developing a caring and considerate attitude towards themselves and others.
- different types of relationships
- the roles and responsibilities of parents, carers and children in families
- the similarities, differences and diversity among people in society and the impact of prejudice, bullying, discrimination and racism on individuals and communities

In all departments for children working at P4 or below there may be separate multi-sensory sessions that develop an awareness of self and others and skills in turn-taking and which have the aim of promoting a sense of enjoying and achieving. Work on behaviour, managing emotions or development of personal care skills may be carried out on an individual basis.

Planning

The teachers plan for PSHE in accordance with each department's scheme of work.

They acknowledge the importance of personalised learning and the need to plan for the range of abilities within each group. This is achieved by:

- Setting individual targets/goals.
- Setting different tasks within the session.
- Using equipment appropriate to each individual.

Implementation

PSHE will be delivered by the class teacher with the support of the PSHE leaders as necessary. In all departments PSHE may be delivered using a multi-sensory approach, (for students working at P4 and below) by a teacher or T.A. Visiting professionals may provide talks/workshops to pupils. PSHE themes may also be explored within whole-school or departmental assemblies.

In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week and The Big Tidy-Up, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the school council and are encouraged to express their opinions. SEAL materials and themes may be incorporated into PSHE lessons. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through work in other subjects and areas of the curriculum and out-of-school activities. Pupils in the Senior and Post-Sixteen Departments may participate in the Social Use of Language Programme.

Equal Opportunities

Within PSHE staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse special needs, pupils from all social and cultural backgrounds. Pupils are equally respected for who they are and for the contributions they make; they are helped to foster an understanding of and respect for gender and for the beliefs, faiths and cultures of others. Knowledge, skills and understanding are taught in ways that suit pupils' abilities and, on occasion, content is taken from earlier key stages so that pupils can make progress and show what they can achieve. As a consequence of this flexible approach there may not be time to teach all aspects of the age-related programmes of study, the content of which may at times, therefore, be used as a resource or to provide context.

In order to provide access to learning and meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need help with communication, language and literacy
- provide a multi-sensory approach using a variety of media
- provide equality of opportunity through teaching approaches and differentiation of tasks and materials as appropriate, recognising the different ways in which students learn and taking into account different learning styles
- use appropriate assessment approaches to inform future learning
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

ICT should be used wherever possible to aid PSHE. It is useful to record pupils' work and performances, as they develop, using digital cameras and/or camcorders. Students may also use the video camera to record these themselves. ICT software and equipment should be used for work in PSHE where appropriate.

Students will be encouraged to:

- find things out from a variety of sources, selecting and using information to meet their needs
- develop their ideas using ICT tools to refine their work and enhance its quality and accuracy

- exchange and share information both directly and through electronic media.

Resources Class teachers are responsible for resources used and should encourage pupils to take care of equipment. The aspect leaders should be informed of any loss or damage. Appropriate resources are kept in departments. It is the class teacher's responsibility to ensure that equipment is returned to the appropriate storage area after use.

When a budget is allocated for PSHE, the aspect co-ordinators will liaise with staff as to what equipment is needed and to monitor the budget.

Assessment and recording Assessment for individual pupils is the responsibility of the class teacher and will inform the next stage of teaching.

Teachers record pupils experiences and progress using the school recording system – please see school policy for further details.

Audio/Video/Photographic evidence may also be used. Evidence of work may be stored in individual class files, pupil files on the school server, accreditation evidence files or in the Aspect Leadership file. Parents may be informed of progress in the students' report, at the annual review meeting and through evaluation of IEPs.

Special needs All class teachers must be aware of the following when delivering PSHE.

- Particular learning difficulties a pupil experiences.
- Any relevant medical issues.
- Specific specialised equipment a pupil needs to access the subject.

Monitoring and Moderation It is the responsibility of the aspect leaders to:

- Undertake subject monitoring and evaluation on a rolling programme as advised by the Deputy Headteacher.
- Keep abreast of new legislation relating to the national curriculum within PSHE.
- Liaise with the deputy headteacher re staff training.

Health and Safety

PSHE presents opportunities for pupils to engage in a range of 'Stay Safe' learning opportunities and activities, including preparing for visits to places of employment and work experience placements in which they may be working with tools, equipment and materials in practical activities and unfamiliar environments.

Health and Safety issues are described fully in the school health and safety policy. It is the responsibility of each adult to report health and safety issues without delay.