

The Roche School

Personal, Social, Health and Economic (PSHE) Education Policy

National Context for PSHE Education

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our school is committed to providing all students with a broad and balanced curriculum that promotes good behaviour and safety and spiritual, moral, social and cultural development. The provision of a comprehensive, developmental PSHE education programme supported by a curriculum that provides opportunities for personal and social development set within a school that models supportive behaviours and offers opportunities for students to practice personal and social skills, is central to our school's response to statutory requirements.

The Purpose and School Context for PSHE Education

PSHE, together with citizenship, is central to the development of the students in our school. The planned programme is designed to help students deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, healthy and independent lives.

The provision of a comprehensive PSHE education programme is central to achieving our school's aims and objectives and mission statement. The values and ethos of the school will not only be made explicit in PSHE, they will at times be shaped by what happens in PSHE.

Our school is committed to providing opportunities for all students to make real decisions about their lives, to take part in activities that stimulate real life choices where they can demonstrate their ability to take responsibility for their decisions.

Equal Opportunities

We promote the needs and interest of all students irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural background of the pupils to ensure that all can access the full PSHE education provision.

We promote social learning and expect our students to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

Key Principles in our School PSHE Provision

Our PSHE education programme recognises that children will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects the universal and unique needs of our pupils. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure its relevance.

We provide PSHE education through a spiral programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach.

The PSHE education programme is taught within a safe and supportive learning environment where children can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHE education programme is just one part of what the school does to help students develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. PSHE lessons take the form of a timetabled half day every half term. This ensures that class teachers are free to dedicate a large amount of curriculum time to a specific issue or area. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the school's commitment to providing a 'healthy school's' climate and culture; and the pastoral system.

The school values pupil contribution and pupil voice and runs a weekly School Council Meeting that informs our whole school approach to PSHE. At the start of each term a representative from each class is elected by their student body following a discussion on the important qualities of a School Council Representative.

The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of each child is the responsibility of all staff supported in partnership with families and the wider community. Where appropriate the school actively encourages their involvement in the programme.

The purpose of lessons is made clear and learning experiences meet the needs of all the young people in the class. The programme offers a wide variety of teaching and learning styles, with an emphasis on interactive learning and the teacher as the facilitator.

Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what children can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Students are encouraged to take responsibility for their own learning and to record their own progress. PSHE education encourages children to reflect on their learning and the progress they have made, and to transfer what they have learned to say and do from one school subject to another, and from school to their lives in the wider community.

Visitors to the Classroom

Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned development programme. Within the programme there is both learning prior to their visit and as follow-up to the visit.

Students with Additional Educational Needs

As far as is appropriate, pupils with special educational needs follow the same PSHE programme as all other pupils. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted. Learning Support Assistants work with individual students, where required, sometimes on a one-to-one basis.

It is the School's policy not to withdraw students with special education needs from PSHE education to catch up on other curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic development.

Scope

Early Years Foundation Stage

Our PSHE programme for the Early Years is delivered in accordance with Development Matters in the Early Years Foundation Stage. Personal, Social and Emotional Development is a Prime Area of learning and comprises three aspects:

1. Making Relationships
2. Self-confidence and Self-awareness
3. Managing Feelings and Behaviour.

Key Stage 1 & Key Stage 2

Our PSHE programme for the rest of the school follows the PSHE Association Education Programme of Study for Key Stage 1 to 2 and is based on three 'core themes' within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World.

Core Theme 1: Health and Wellbeing

In **Key Stages 1 and 2**, students should be taught:

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, such as puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond to an emergency
- To identify different influences on health and well being

Core Theme 2: Relationships

In **Key Stage 1 and 2** students should be taught:

- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Core Theme 3: Living in the Wider World

In **Key Stage 1 and 2** students should focus on ‘economic wellbeing and being a responsible citizen’ and be taught:

- About respect for the self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people’s lives
- A basic understanding of enterprise.

Monitoring and Evaluation

The PSHE co-ordinator will monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored termly and observations of teaching will take place in accordance with the school’s monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

Confidentiality

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school’s guidance on confidentiality and disclosure. The boundaries around confidentiality are made explicit to students. No teacher can offer complete confidentiality and it is important for everyone’s safety that teachers and students are clear about what can and cannot be kept confidential.

Assessment, Recording and Reporting

As with any learning, the assessment of students' personal, social and emotional development is important. It provides information, which indicates pupils' progress and achievement and informs the development of the programme.

Children do not pass or fail within this area, but have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on young people's self-awareness and self esteem and there are opportunities to record learning and progress in different ways.

Assessment for learning is central to teaching and learning in PSHE. We aim to set clear expectations for standards and achievement to ensure progression and understanding and skills. We adopt the following models for assessment:

- Pupil self-assessment
- Peer group assessment
- Teacher assessment

In addition to the models mentioned above, all staff use a variety of formal and informal strategies to aid them in their assessment of pupil's progress in PSHE. Professional judgements made by the teacher guide their assessment practices. The following is comprehensive but not exhaustive list of some of the assessment strategies in use at the Roche School. 'Draw and Write', 'Graffiti Wall', 'Alien', 'Treasure Chest', 'Presentations', 'The Story So Far', 'Advising Others' and 'Reflection and Action'.

Links to Other Policies

Other school policies contribute to the personal, social and emotional development of students, please also see:

- Anti-Bullying Policy
- Child Protection and Safeguarding Policy
- Sex and Relationships Education Policy

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