



## PSHCE Policy

This policy reflects the school values and philosophy in relation to the teaching and learning of PSHCE. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.

It is intended for all teaching staff and support staff, school governors, parents and advisers/inspectors as appropriate.

PSHCE equips learners with necessary skills for school life and beyond and develops a learners understanding of themselves, others, their local community and the wider world.

### **Aims**

At Astley Park School, PSHCE allows learners to:

- To promote the development of healthy, safer lifestyles and improves the quality of life and the environment.
- To encourage individual responsibility and informed decision-making so that young people can become aware of their own and respect others values and attitudes.
- To develop person autonomy by having a degree of responsibility and control over their lives.
- To raise self-esteem and develop coping strategies.
- To develop relationships and the ability to function as individuals and in groups.

These aims are consistent with our school philosophy and take account of the National Curriculum non-statutory guidance. In order to achieve these aims, PSHCE is taught throughout KS1/2/3/4 on a modular basis. Within the Scheme of Work, learning activities are sequenced to ensure progression and taught through direct teaching, providing pupils with opportunities to address issues that affect them and their lives. Subject planning and evaluation is at a class level with a co-ordinator for the whole school.

### **Equal Opportunities**

Our pupils carry statements of special educational need and we cater for pupils from age 4-16. Pupils will work at levels appropriate to their ability and progression will be in very small steps with much over learning and reinforcement. Wherever it is in their best interest, work will be individualised and may be delivered out of Key Stage if this is deemed necessary. Teachers will provide any other, adaptations, specific learning techniques and specialist resources required to overcome individual pupils' barriers to learning.

### **Teaching and Organisation**

PSHCE will be delivered in an interesting and stimulating way making use of the scheme of work and SEAL materials to ensure a full coverage as appropriate to the



needs of the classes. We will use commercial materials, teacher-prepared materials, support materials, visits, visual aids, videos, television, computers, drama, stories, etc. to maintain the pupil's attention and reinforce learning. Pupils are given the opportunity to work as a class, as part of a group or as individuals. The learning task or activity, the nature of the element being studied and the resources being used will determine the choice of class organisation. This applies to class-based work, practical experiences and educational visits.

### **Sex and Relationships Education (SRE)**

Definition of Sex and Relationship Education

Sex and Relationship Education (SRE) is an educational entitlement for all children and young people. It is lifelong learning about physical, moral and emotional development and sex, sexuality and sexual health. It enhances the self-worth and confidence of each individual and encourages mutually respectful relationships and empathy for others (see Sex and Relationships Education policy).

### **Planning**

Curriculum Medium Term planning is on a half-termly cycle. It is used to set clear, achievable goals matched to pupil's own abilities as well as ensuring progression, continuity and subject coverage throughout the school. Medium Term Planning is the responsibility of the teacher and plans are available to the head teacher and lead practitioners.

The Medium Term Plan should include three objectives taken from B Squared for Citizenship, PSHE and Self Help (where appropriate).

### **Assessment**

Teachers must continually assess pupils' current understanding and knowledge in order to ensure that appropriate learning targets are set through formative and summative assessment. Formative assessments and evidence of learning are recorded on the Evidence for Learning platform and B-Squared is used as a summative assessment.

### **Scheme of Work**

The scheme of work can be found on the school drive. It has been written according to the National Curriculum with clear objectives and how these can be undertaken.

### **Monitoring and Evaluating**

Monitoring and evaluation will be carried out in order to enhance the teaching and learning of PSHCE within our school. It is the responsibility of all staff, both teaching and non-teaching to monitor and evaluate the curriculum provision made within the school, so that pupils make the greatest possible progress and enjoy the learning experience.



### **Cross curricular links**

English – Speaking and listening, reading and writing are essential skills and these will be reinforced through the delivery of PSHCE. This will encourage the pupils to use these skills to discuss, record their feelings and understanding of PSHCE.

Science – The close links between the subjects which will allow for the differentiation and reinforcement of topics and issues.

Religious Education – Pupils will become more aware of the differences in cultures and how this affects others. Finding out how religion influences others on the choices they make and how this affects people around them. Learning about differences and having empathy for others.

Cooking and Nutrition- Pupils develop their cooking skills through practical sessions and are taught the how and why of healthy food choices

### **Spiritual, Moral, Social, and Cultural Development in History**

PSHCE promotes the following:

**Spiritual development** – through helping pupils recognise the diversity of the world and people around them.

**Moral Development** – The pupils will be encouraged to discuss the good and bad choices made by themselves and others and how this affects the choices they make in the future. This also includes the choices they make online and how this can affect them and others around them. (Please refer to the Online Safety Policy - for more detail)

**Social development** – Through helping pupils recognise the need to consider the views of others.

**Cultural development** – Through discussion the pupils gain knowledge of the development of different cultures and how this impacts on the world around them.

### **Subject specialist role**

The Subject Specialist role involves general oversight (monitoring and evaluating) of the subject through school. She will be involved in planning with teachers, maintain progress of the subject, attending courses where relevant and keeping abreast of changes, which may affect the subject. She will develop the Policy and program of study in consultation with the headteacher/staff/governors and recommend INSET as appropriate. Monitoring the policy in operation is the responsibility of all those staff involved in the teaching of PSHCE. The subject specialist will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the subject appropriately.

### **Resources**

Resources are kept in the resources room and should be used and replaced accordingly. It is the responsibility of the co-ordinator and class teacher to ensure



adequate maintenance and replacement of resources and materials. An inventory of resources can be found on the staff drive.

Further resources include:

- Pupil's own experiences
- Experiences of those people known to them
- Experiences of visitors
- Local environment and beyond

## **INSET**

INSET needs for PSHCE will be ascertained through appraisal, review, change, external advice, School Development Planning and prioritised by the co-ordinator through the Senior Management Team. Sources of INSET provision will be sought from school staff, advisory teachers and other professionals.

## **Health and Safety**

Our guidelines regarding behaviour and discipline, health and safety are rigorously enforced during activities within the classroom and beyond. The teacher is responsible for ensuring that activities are supervised by the correct ratio of adults to children, the activities are within the capabilities of their pupils and above all the children are safe and understand the safety procedures. The children are expected to act sensibly and demonstrate a responsible, caring and considerate attitude towards others. Risk assessments for all visits must be submitted through the normal school procedures of Evolve for any activity off the school premises.

## **Inclusion**

It is the responsibility of all staff to ensure that all pupils, irrespective of gender, ability, ethnicity or social circumstance, have access to the curriculum and make the greatest progress possible

## **Review of the policy**

The policy will be reviewed annually by the Head, Governors and subject specialist.



Date policy approved by Governing Body Curriculum & Policy Committee: 16.05.18

Signed Chair of Curriculum & Policy Committee: \_\_\_\_\_  
Mr M Maher

Signed Chair of Governing Body: \_\_\_\_\_  
Mrs W Blundell

Policy Review Date: Summer Term 2019