

Policy Title:	PSHCE Policy	
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Ratified by:	Governors Policy Committee	
Responsible signatory:	W Blundell <i>W.Blundell</i>	M Maher <i>M.Maher</i>
Date of signature:	11/06/2019	11/06/2019
Outcome:	<p>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, and support staff can operate and gives guidance on planning, teaching and assessment, and is designed to help them understand their role and responsibilities. It is intended for all teaching staff and support staff, school governors, parents and advisers/inspectors as appropriate.</p>	
Cross Reference:	<p>Assessment, Recording and Reporting Policy Computing Policy Homework Policy Online Safety Policy Single Equality Policy Teaching and Learning Policy Sex and Relationships Education Policy</p>	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Index

- 1) Context**
- 2) Mission Statement**
- 3) Aims**
- 4) Curriculum Organisation**
- 5) Planning**
- 6) Time Allocation**
- 7) Teaching and Organisation**
- 8) Assessment, Recording and Reporting**
- 9) Equal Opportunities**
- 10) Monitoring and Evaluation**
- 11) Curriculum Coverage**
- 12) Resources**
- 13) Cross Curricular Links**
- 14) Spiritual, Moral, Social, and Cultural Development**

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, 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.

Context

Astley Park is a special school that caters for learners with a wide range of special needs, between the ages of 4-16, all of who have an Education and Health Care Plan.

Learners are taught PSHCE across Key Stages and access PSHCE learning appropriate to their ability. Progression rates are dependent upon the individual learner and all small steps of progression are recognised. Many opportunities for over-learning and applying learned skills across contexts are provided.

Mission Statement

At Astley Park we believe that a high-quality education in PSHCE should enthuse and engage learners, creating an enjoyment, which provokes curiosity, enabling learners to feel confident and become successful. High quality teaching of PSHCE begins with with an in-depth understanding of each learner's needs, and then seeks to provide relevant and challenging opportunities that support them as they progress in their learning and development.

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.

Curriculum Organisation

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.

Planning

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

Long-Term Plans:

Long-term plans have been mapped out by the Lead Practitioners to ensure coverage across school and signpost how content and skills in each key stage, subject and programme of study are covered. The long-term plans show clear links between subjects and build in progression, consolidation and diversification for learners across school.

Medium-Term Plans:

Our medium-term plans include differentiated objectives closely matched to the curriculum theme for each content area and include further personalisation through the use of Personal Outcome Plan targets. These plans define what is taught and ensure an appropriate balance and distribution of learning across each half term.

Medium-term planning is undertaken on a half-termly basis. It is used to set clear, achievable goals matched to learners' own abilities as well as Personalised Outcome Plan outcomes, as well as ensuring progression, breadth, continuity and subject coverage throughout the school. Planning is the responsibility of individual class teachers and is shared via the school network.

PSHCE activities are planned so that they are relevant to the curriculum and build upon the prior learning of the learners. We strive to ensure learners of all abilities have the opportunity to develop their skills, knowledge and understanding. We also build planned progression into each Key Stage, so that there is an increasing challenge for learners as they move up through classes.

Time Allocation

In the EYFS a continuous provision approach is used with learners accessing PSHCE learning as part of this approach.

In the Primary Phase and Secondary Phase learners access PSHCE teaching through either a 30 min session every week or a 1 hour session every other week, with additional application of skills sessions promoted across curriculum areas, during community visits and through the use of continuous provision.

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).

Assessment, Recording and Reporting

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.

In Key Stage 4 progress is recorded through the bespoke KS4 Astley Park assessment framework on entry to Year 10, at the end of Year 10 and the end of Year 11. To enable consistent, effective tracking, summative assessments are also recorded on the B-Squared application at the end of Year 10 and Year 11.

Equal Opportunities

All learners have equality of access to a broad and balanced PSHCE curriculum irrespective of gender, ethnicity, sexual orientation, religious identity, special educational need or social circumstance. The entitlement of all learners to a full curriculum is acknowledged and teaching promotes spiritual, moral, social and cultural development. The PSHCE curriculum contains highly differentiated learning objectives to base teaching and learning around and teachers provide any other adaptations, specific teaching techniques and Leader resources required to overcome individual learners' barriers to learning.

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.

Monitoring and Evaluation

Monitoring and evaluation is carried out in order to enhance the teaching and learning of PSHCE within our school.

The Subject Leader is responsible for monitoring standards and quality in PSHCE. He /She will attend regular network meetings alongside other PSHCE Subject Leaders from SEN schools across Lancashire. The Subject Leader will work closely with other PSHCE Leaders to moderate work accordingly and be given the opportunity to feedback any relevant information to staff. Internal moderation takes place through regular moderation meetings.

Work is scrutinised on a termly basis by the Subject Leader through evidence checks on the Evidence for Learning application to ensure high quality PSHCE teaching across school. Learner progress is analysed by the Subject Leader on an annual basis and any identified concerns in progression are shared with the Lead Practitioners.

Subject Leaders have responsibility for keeping abreast of National Curriculum and other developments in their subject, liaising with the Lead Practitioners to identify specific training needs and provide guidance to colleagues on subject content, methodology and sharing of good practice.

Subject Leaders are required to play a leading role in preparing, reviewing and updating policy as well as producing annual Subject Improvement Plans with clear outcomes, identified steps to achieve these outcomes and evaluations of the impact of this.

Subject Leaders have responsibility for all curriculum materials and resources, including the storing, purchasing and sharing of these materials.

PSHCE Curriculum Coverage

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Beech	Early Learning Goals	Early Learning Goals	Early Learning Goals	Early Learning Goals	Early Learning Goals	Early Learning Goals
Chestnut	Early Learning Goals	Early Learning Goals	Early Learning Goals	Early Learning Goals	Early Learning Goals	Early Learning Goals
Maple	Changes	Developing confidence and responsibility and making the most of their abilities.	Preparing to play an active role as citizens.	Developing a Healthy Safer Lifestyle.	Developing good relationships and respecting the differences between people	Sex and Relationships Education
Oak	Changes	Developing confidence and responsibility and making the most of their abilities.	Preparing to play an active role as citizens.	Developing a Healthy Safer Lifestyle.	Developing good relationships and respecting the differences between people	Sex and Relationships Education
Rowan	New Start	Developing confidence and responsibility and making the most of their abilities.	Preparing to play an active role as citizens.	Developing a Healthy Safer Lifestyle.	Developing good relationships and respecting the differences between people	Sex and Relationships Education
Willow	It's Good to be Me	Developing confidence and responsibility and making the most of their abilities.	Preparing to play an active role as citizens.	Developing a Healthy Safer Lifestyle.	Developing good relationships and respecting the differences between people	Sex and Relationships Education

Year 7	New Beginnings	Developing confidence	7G – Everyday Choices 7R – Earning and Spending	7G – Health and Exercise 7R – Leisure and Spending	7G – Changing Relationships 7R – Developing Good Relationships (Self Evaluation)	7G – My changing body 7R – Sex and Relationships (Awareness and Coping)
Year 8	Something New	8G – Developing confidence (media and advertising) 8R – Developing confidence (communities and cultures)	8G – Groups I belong to 8R – Helping others	8G – Healthy Lifestyles 8R – Medicines and Medications	8G – Developing Good Relationships (Respecting Others) 8R – Developing Good Relationships (Lifestyles)	8G – Sex and Relationships (Being Myself) 8R – Sex and Relationships (Community & Belonging)
Year 9	New Challenge	9G – Developing Confidence (Money and Environment) 9R – Developing Confidence (Feelings)	9G – Looking after our school 9R - Newspapers	9G – Personal hygiene 9R – Exercise is Fun	9G – Developing Good Relationships (Peer pressure) 9R – Developing Good Relationships (Making compromises, good will and conflict resolution).	9G – Sex and Relationships (Personal Sensitivity) 9R – Sex and Relationships (Human Development).
Year 10	PSHE – Family and friends Daily Living Skills – Eating out	Citizenship: School Newsletter/Council Leisure and Recreation: Dance	PSHE (SRE): Body awareness and physical changes Leisure and Recreation: Hydrotherapy/Gym	Citizenship: Mini enterprise financial planning Daily Living Skills: Outdoor gardening	PSHE: A healthy lifestyle Daily Living Skills: Preparing picnics	PSHE (SRE) Sex Education & Reproduction Daily living skills: Cleaning Routines
Year 11	PSHE: Emotional Wellbeing Citizenship: Healthy Living	Citizenship: Parenting Awareness	Citizenship: Personal Safety	Citizenship: Preparing for work	PSHE: Drugs Education Citizenship: Making the most of leisure time	PSHE: Personal Finance Citizenship: Rights and Responsibilities

Resources

A range of PSHCE resources are available in school and are centrally located in the Primary resource room. Some resources are accommodated in individual classrooms. 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

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

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.