



PSHEE Policy

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Owner-Name	Adrienne Wright
Owner- Job Title	Head Teacher

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1. Rationale

Personal, social, health and economic education (PSHEe) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. It equips them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. PSHEe encourages young people to be enterprising and supports them in making positive education and career choices and in managing their finances effectively. PSHEe also enables children and young people to reflect upon and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our school will use its PSHEe programme to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHEe will also be used to build on the statutory content outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

2. PSHEe in our school

PSHEe is central to the development of the students in our school. Our planned programme is designed to help students deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

Provision for a comprehensive PSHEe programme is central to achieving our school's own aims, objectives and mission statement. PSHEe provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports students in reaching their full potential
- Developing key concepts, language skills, strategies and understanding to enable students to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHEe, they will be shaped by what happens in PSHEe. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our students. Our PSHEe programme is embedded within other efforts to ensure children and students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. The school provides opportunities for children and students to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

3. 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 backgrounds of the students to ensure that all can access the full PSHEe provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHEe is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

4. Key principles that underpin our PSHEe provision

We recognize that our students bring with them prior learning and real life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our students. Our PSHEe programme is taught within a safe and supportive learning environment where our students 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.

Our PSHEe 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. The learning provided by the PSHEe 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 embedded pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of students is the responsibility of all staff supported in partnership with families and the wider community.

The purpose of each lesson is made clear and learning experiences meet the needs of all the students in the class. The programme offers a wide variety of teaching and learning styles within PSHEe, with an emphasis on interactive learning and the teacher as 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 students 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. PSHEe encourages students to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

5. The use of visitors in the classroom

Visitors to the classroom enrich the PSHEe 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 developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

6. Students with additional educational needs

As far as is appropriate, students with special educational needs follow the same PSHEe programme as all other students. Careful consideration is given concerning the level of differentiation needed and in some cases the content or delivery will be adapted.

Pupil Support Workers 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 educational needs from PSHEe to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement.

7. Monitoring and evaluation

Planning, teaching and learning of PSHEe will be monitored 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.

8. Confidentiality

Due to the nature of the topics covered in the PSHEe programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

9. Assessment, recording and reporting

As with any learning, the assessment of students' personal, social and emotional development is important. It provides information, which indicates students' progress and achievement and informs the development of the programme. Students 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 students' self-awareness and self-esteem and there are opportunities to record learning and progress in different ways. Self, peer and teacher-assessment is planned into PSHEe lessons and activities enable students to be independent learners. Students self-evaluate at the end of each unit and complete a formal end of unit assessment where appropriate. Teachers of PSHE Education are required to keep marked work. This work will be gathered and retained to help inform policy and progress.

10. Organisation of the programme

Teachers deliver a PSHEe programme in line with QCA guidelines to suit the age and needs of the students. Whole school and sectional assemblies also provide an element of PSHEe Education. Areas of PSHE Education (such as Sex and Relationship Education (SRE), drugs education and certain citizenship topics) are also delivered in other subject areas, such as in Science, Religious Studies, English, Classical Civilisation, Modern Foreign Languages and History.

11. Teaching methods and approaches

PSHEe, by its very nature, deals with issues which are both personal and sensitive such as puberty, bereavement, debt, family break-down etc. It is essential that a safe and positive learning environment is established and maintained so that boys feel able to participate fully.

To help create a safe and positive learning environment, a class agreement will be set by the students and their teacher either at the beginning of the year, at the beginning of each term, or at the beginning of a new topic. The agreement could be created as a list of ground rules or as a list of rights and responsibilities. It is important that both the teacher and the students feel ownership of this agreement if they are to learn effectively.

Teachers of PSHEe will not promote their personal attitudes and beliefs to students but should provide comprehensive, unbiased and correct information. Lessons will enable students to develop and consider their own attitudes and values and those of other people. Lessons use active learning techniques which give students responsibility for their own learning and maximise participation of all students.

A variety of teaching methodology is used in lessons in order to enable and encourage all students to participate fully. Resources used by PSHEe teachers include Boardworks, Powerpoint presentations, worksheets, videos and DVDs. Teaching methodology includes whole class discussion, group work, individual work, debates, case studies, role play and media analysis.

12. Dealing with sensitive issues

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. Clear ground rules will be established in PSHEe lessons. Students must feel confident when discussing sensitive issues and when asking questions both in lessons and around school. In most cases, students' questions will be answered openly and honestly. However, on occasion, students may ask questions that are not appropriate - eg questions about a teacher's personal life. Advice on using distancing strategies to depersonalise sensitive and controversial issues can be sought from the Deputy Head.

Links to pastoral support and community services:

In PSHEe lessons students are made aware of pastoral services within the school and community. Outside speakers may represent agencies in the drugs, health and advice services. In lessons students are encouraged to be independent learners and may contact and research community and support groups. This enables them to be aware of community services and provides students with the skills to access them.

13. Sex and Relationship Education (SRE)

Principles and Practice

Kestrel House School is committed to teaching sex education in a sensitive and appropriate manner. Sex education is taught as part of Personal, Social and Health Education, and Citizenship. Human reproduction may also be taught as part of the science curriculum for some students in KS3 and KS4.

We are sensitive to the importance of developing appropriate awareness of their bodies and of appropriate social behaviours in our children, particularly as they approach puberty. This is particularly important for girls as it is becoming increasingly common for them to achieve menarche during their later primary school years.

Children with autistic spectrum disorders can be vulnerable because they may have a limited understanding of socially inappropriate behaviours. For example, they may be over familiar with strangers. A child may need to be taught that it is socially acceptable to kiss their mother or father but that it is inappropriate to kiss a stranger.

As far as possible, sex education at Kestrel House School aims to:

- Be developmental and be appropriate to the age, understanding and developmental stage of the child; it is not appropriate to assume common starting points for children with autistic spectrum disorders
- Encourage and help the children to explore factual knowledge in a sensitive fashion
- Develop an understanding of opinions and concepts, and to encourage discussion, for example to help children understand what is and isn't appropriate physical contact with their own bodies and with the bodies of others in different social situations
- Encourage awareness, respect and responsibility for oneself and others

Concepts such as love, joy, anger, fear, hate, trust, respect, sexual feelings and sexual responses are difficult to describe but need to be explored. Like other areas of health education, sex education is concerned not only with cognitive development but affective development.

14. Monitoring, evaluation and review

Acorn Care and Education will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.