

ASHGATE CROFT SCHOOL

PSHE POLICY



Approved by Curriculum & Progress Committee: 10th May 2018

Minute No.: 33/18 (C/P)

INTRODUCTION

Purpose

This policy is intended to ensure consistency and progression across the school in terms of the teaching of PSHE.

Aims

- All staff understand what is meant by PSHE at Ashgate Croft School
- To promote continuity and coherence across the school
- To develop staff confidence to deliver the subject
- For students to fulfil their potential in PSHE
- To give our students the knowledge and understanding of themselves and their environment so that they can make informed choices and decisions
- To create an environment to meet the needs of the special educational needs of each student

PROCEDURES AND PRACTICE

Teaching

From September 2014 the National Curriculum requires no discrete teaching of PSHE. Section 2 of 'The national curriculum in England; framework document' states that – "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practise".

As a school we feel strongly that PSHE is an integral part of our curriculum and is highly beneficial to our students. Therefore we are keeping the role of the subject as it is at present.

PSHE also encompasses other areas such as Sex and Relationship Education, Drugs Education, CSE (Child Sexual Exploitation), Careers Education, E-safety and Anti-bullying; please see the relevant policies for these.

Planning

Each department has a long term plan in place for PSHE. Teachers are responsible for completing Medium Term Planning on the school format each term and a Short Term Planning sheet each week. Teachers use the Early Years Foundation Stage (EYFS) curriculum, Primary and Secondary Schemes of Work and OCR units to inform all Medium and Short Term Planning. All staff receives regular, concise termly feedback on Medium Term Planning from the PSHE co-ordinator.

What/When it PSHE taught

EARLY YEARS FOUNDATION STAGE (EYFS):

What: Students in the EYFS follow the same curriculum and timings as the primary department, however their learning objectives come from the Early Learning Goals prime area '*Personal, Social and Emotional*' of the EYFS curriculum (Please see the EYFS Curriculum policy)

When: Students have two discreet PSHE lessons a week.

PRIMARY DEPARTMENT (Key Stages 1 & 2):

What: Students follow a long term plan of 'topics' which is on a 4 yearly rolling programme. PSHE lessons are taught around these and units are taken from the Equals scheme of work.

When: Students have two discreet PSHE lessons a week.

MIDDLE DEPARTMENT (Key Stage 3):

What: The curriculum for Key Stage 3 changed as from September 2018. Continues to be developed by school and is based on a 3 yearly rolling programme. The curriculum is topic based and the PSHE lessons are taught around these topics. PSHE is still taught as two discreet lessons a week.

When: Students have two discrete PSHE lessons a week.

UPPER DEPARTMENT (Key Stages 4 & 5):

What: PSHE within Upper Department is called PSD. Students follow a five year rolling programme of units taken from OCR.

When: Students have two discrete PSD lessons a week.

Please refer to '5 year rolling programme for Foundation Learning'.

Female genital mutilation (FGM), Honour Based Violence (HBV) and Forced Marriage

PSHE subject leader will review on an annual basis a risk assessment related to the teaching of FGM, HBV, forced marriage. The review will ascertain which students the teaching of FGM, HBV, forced marriage is appropriate for. A resource bank will be available to staff when teaching FGM, HBV, forced marriage is appropriate.

Where appropriate students are supported on how to respond to specific risky situations for example online and social media, teaching consent, domestic violence and relationships, child abuse, pornography etc through their PSHE teaching.

Agreed procedures

- All teaching is broad and balanced and differentiated by teachers to ensure that students individual needs and abilities are met.

- Students access the learning through a variety of ways individual to their needs and abilities for example sensory based activities; hands-on activities; age appropriate role-play; stories and poems; visits from professionals such as police and fire service.
- ICT is used to assist in the teaching of PSHE for example the use of communication aids; switches; Espresso; DVD's; computer programmes and games, interactive resources and CD's.
- The school has a large resource bank for all curriculum subjects including PSHE and they are located in a central resource area. The school are committed to updating the PSHE resources. It is the subject leader's role to request funds for the purchase of resources. Annually teachers are asked to fill in a questionnaire regarding resources for PSHE to assess if there are any resources required.
- An audit of resources is done annually.
- The school has a nurse based fulltime on site. She has valuable knowledge and experience and is available for support for staff, students and also Parent/Carers.
- The school also has the support of outside agencies including LD-CAMHS (Learning Disability Teams, which are part of our Child and Adolescent Mental Health Service) and Derbyshire Children's Health Service (DCHS).

Assessment

Across school teachers complete learning outcome sheets to assess and monitor pupil progress with in lessons/ blocks of work. Throughout the year the PSHE subject leader moderates work from all classes in school and teachers take part in moderating each other's levelling of work in order to reduce conflicting levels. PSHE data is analysed annually by the assessment co-ordinator and fed back to the subject co-ordinator. In addition to this:

- In the EYFS each child's progress is assessed against the relevant EYFS Early Learning goals each half term. Goals achieved are highlighted and % achieved recorded on the assessment and tracking document. Data is passed to assessment co-ordinator (see the EYFS policy for more details).
- In Key Stage 1,2,3 and 4 PSHE is assessed through regular teacher assessment and B-squared on a termly basis.
- In Key Stage 5 pupils are assessed through regular teacher assessments and students complete work towards a different OCR unit each year, which is sent away for external moderation.
- PMLD students are assessed against the MSI and PMLD Assessments.

Role of the Subject Leader

- To keep up to date with government initiatives related to PSHE.
- To participate in relevant training to support a broad knowledge of PSHE across all ages and abilities in school.
- To present training for staff to enhance their knowledge and confidence in delivering
- Work with assessment co-ordinator to monitor progress in PSHE.
- To work with staff to discuss support they may need and resources required.
- To monitor teacher medium term and short term planning for PSHE across the school
- To support teachers in ensuring PSHE is delivered effectively across the school, this may include peer observations/shadowing good practice

Parental Involvement

Across the school teachers send a mixture of homework for parents/carers to complete with their child/young person, this may include work linked to PSHE tasks.

Parents/carers are informed of progress in PSHE within annual reviews and on the annual report (this includes attainment levels).

Equal Opportunities

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy

Children's rights

Taken from the UN conventions of the rights of the child within PSHE the children's rights which are developed are:

Article 7 – Every child has the right to a birth registration, name, nationality and care

Article 12- Children have the right to say what they think

Article 13 – Children have the right to freedom and expression

Article 16 - Children have a right to privacy

Article 23 - Children who have any kind of disability have the right to live full and independent lives.

Article 28 - All children have the right to education

Article 29 - All children have a right to an education which should develop each child's personality, talents and abilities to the fullest.

Monitoring of the policy

Monitored by the Subject Leader

REFERENCES

- Espresso (<http://www.espresso.co.uk/>)
- EYFS Curriculum policy
- National Curriculum
- Primary and Secondary Long Term Plans
- 5 year rolling programme for Foundation Learning
- KS3 curriculum
- Sex and Relationship Education Policy
- Drugs Education Policy
- Anti-bullying Policy
- UN convention of the rights of the child - unicef.org.uk/crc/op