

Priory Lyndhurst – Clay Hill School

PSHE Policy

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Clay Hill School is a specialist residential school for boys and girls aged 9 to 18 with Autistic Spectrum Conditions (ASC) attachment disorder(s) and / or associated learning difficulties. We have an excellent reputation for providing highly effective education, care, therapy, welfare and support for young people who may have experienced trauma, inconsistent and confusing care and emotional rejection. Young people's behavior will be challenging at times and many pupils will have encountered negative educational experiences and disruption which have led to a lack of confidence in their own abilities. A stable and caring environment combined with high staff to pupil ratios ensures that every pupil at Clay Hill School has the opportunity to develop their ability, share new experiences and reach their full potential.

## **2 Legal Requirement**

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE.

PSHE is a non-statutory subject. This allows teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programs of study. PSHE can encompass many areas of study.

We deliver this in KS4 through Life Skills, Citizenship, ASDAN courses and the AQA unit awards.

## **3 Aims and Objectives of PSHE**

PSHE and Citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help their sense of self-worth. We teach how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- Stay as healthy as possible;
- learn to keep themselves and others safe;
- develop effective & satisfying relationships ;
- learn to respect the differences between people;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community

## **4 The purpose and school context for PSHE education**

PSHE, together with Citizenship, is central to the development of the pupils in our school. The planned programme is designed to help pupils to 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, independent lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHE education programme is central to achieving our school's own aims and objectives and mission statement. PSHE education provides learning that makes an essential contribution to:

The values and ethos of the school will not only be made explicit in PSHE delivery, they will at times be shaped by what happens in PSHE related lessons. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our young people.

The PSHE education programme is embedded within other efforts to ensure children and young people 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 young people 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.

## **5 The key principles that underpin our PSHE provision.**

Our PSHE education programme recognises that young people will bring prior learning and real life experiences to the learning. Our programme respects and builds on these, providing a programme that reflects the universal and unique needs of our students. 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 and young people 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 young people develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system.

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

The purpose of each lesson 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 within PSHE education, 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 children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Young people are encouraged to take responsibility for their own learning and to record their own progress. PSHE education encourages young people 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

## **6 The use of 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 developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

## **7 Key Stage Over View**

**During key stage 3 (equivalent)** pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

**During key stage 4 (equivalent)**, personal, social, health and economic education brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two new non-statutory programmes of study at key stages 3 and 4: personal wellbeing, and economic wellbeing and financial capability. The programmes of study are based on the Every Child Matters outcomes and build on the existing frameworks and guidelines in these areas. Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively. Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities.

## **8 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. The co-ordinator supports colleagues in the teaching of PSHE and Citizenship, giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

## **9 Confidentiality**

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

## **10 Equal Opportunities**

We promote the needs and interest of all pupils 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 PSHE education provision.

We promote social learning and expect our pupils 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.

## **11. Links with other policies**

The schools PSHE policy is linked closely with other key whole school policies:

- Safeguarding policy
- Child Protection policy
- Sex Education policy
- Equal Opportunities Policy

## **12. Spiritual, Moral, Social and Cultural Development**

The PSHE programmes of study have been designed to add a contextualised spiritual, moral and cultural development for each child to explore, develop and place their own feelings, ideas and values or beliefs within a history and present day experience of life. It is an aim to allow children to explore, evaluate and begin to ground themselves in a spiritual, moral and cultural understanding of life in a safe non-judgemental environment.

## **14. Questions for teachers and pupils when planning assessment, recording and reporting**

### **1. What are the learning objectives of the session?**

### **2. What do we want to achieve?**

Set class, group and individual goals/targets, that clearly reference the success criteria including:

- we/I will know and understand more about ...
- we/I will have developed skills to ...
- we/I will have participated in ...
- we/I will have taken action on ...
- we/I will evaluate what I have learnt by ... .

### **3. How will we know what to aim for?**

Agree assessment criteria with pupils, teachers and others involved in assessment need to. Criteria should be based on the learning outcomes and expectations of the activities. The school may gradually develop a portfolio of materials that model successful achievement of PSHE criteria and so that examples of good practice can be shared with teachers and pupils. This will help to ensure progression in PSHE.

### **4. How will we know what we have achieved?**

Establish and agree clear targets and goals with pupils and to ensure there are regular opportunities for feedback on progress and achievement. Feedback may be teacher–pupil, pupil–pupil or pupil–teacher.

### **5. Who will help us to achieve our goals and measure our success?**

Identify assessment partners, for example: ourselves; our peers; our teachers; other adults or a combination of any or all of the above.

### **6. What do pupils know already about the topic or issue?**

Find out what pupils already know through:

- 'draw, reflect and write' activities
- using 'response partners' (talking to another child to clarify understanding)
- recording individual or group discussion
- quizzes
- recording results of a group or class brainstorming session
- a personal reflection/diary entry.

#### **7. What kinds of teaching and learning activities will we plan?**

Consider activities for individuals and groups of pupils, taking account of different teaching and learning styles. Ask pupils to think about the audience when planning their activity. For example:

- planning a talk or presentation
- designing a display or website
- producing resources for younger pupils
- demonstrating skills through role play or simulation
- writing articles for school or local newspapers
- making a video of an event
- participating in a class or school health forum
- recording an interview with community members
- planning a visit
- arranging for a visiting speaker.

Groups may work together to identify individual contributions.

#### **8. How will we ensure progression?**

Consider ensuring progression, for example, through: reviewing activities and selecting evidence of achievement to include in a PSHE portfolio or other record.

#### **9. What evidence can we collect to show what we have learnt/achieved?**

Consider collecting evidence such as:

- a recording of a talk or presentation
- a display or website
- a reflections diary, logbook or portfolio
- observation of taking part and contributing to discussions and debate
- resources produced for younger pupils
- a video of participation in role-play, simulations or a health forum meeting
- a quiz, board game or card game that we have produced
- articles for school or local newspapers
- a recording of an interview with school or wider community members
- evidence of planning a visit or arranging for a visiting speaker
- photographs of an event
- written work
- self-assessment sheets.

Evidence must clearly link to purpose, and be collected in keeping with the school's general approach to and policies on evidence and recording.