

Policy Connections

The PSHE policy should be read in conjunction with the Sex Education Policy, Citizenship Policy, Drugs Education Policy, Careers Education Policy, Health and Safety Policy, the Care and Control Policy, Teaching and Learning Policy, the Planning, Assessment and Recording Policy and the Supplementary Guidance for Policies (covering Philosophy; Ehtos; Audience; Monitoring & Evaluation; Assessment, Recording & Reporting and Supporting Learning Beyond the School).

Aims and Purpose of Study

The aims of personal, social and health education are to enable the pupils at the Loyne school:

- To be aware of self
- To develop an increasing self-awareness
- To develop positive self esteem
- To develop and strengthen their abilities
- To develop confidence and responsibility
- To enable pupils to develop a healthy, safe lifestyle
- To enable pupils to develop and experience a range of relationships and recognise and understand different types of relationships.

Teaching and Learning

At the Loyne Specialist School we use a range of teaching and learning styles to deliver the PSHE framework. We place an emphasis on active learning. We provide opportunities across the curriculum for pupils to practise self-help and independent living skills. School life is organised in such a way that pupils are encouraged as far as possible to make choices and have the opportunities to develop responsibility.

We value circle time as an effective way of delivering PSHE and use a range of communication aids, visual and concrete teaching aids to involve pupils and to aid their understanding of the issues raised.

We encourage our pupils to take part in a range of practical activities that promote active PSHE. Such initiatives include; contributing to special events in the school such as class assemblies, running a successful team enterprise, going on visits into the community, residential trips and peer mentoring. Students completing ASDAN take part in activities such as personal safety in the home and community. We encourage different people from the community into school to talk to and work with our pupils.

Method of delivery

Discrete delivery

Throughout all key stages the discrete delivery for PSHE is outlined in the Scheme of Work and subject mapping. Each class teacher specifically timetables the delivery of PSHE as a discrete subject. Teachers plan a unit of work which outlines the content, learning activities,

learning outcomes and resources for PSHE. The short-term planning specifies the focus for each lesson. The broad areas of content for each key stage are listed below.

Early Years Foundation Stage

Pupils in the Early Years Foundation Stage (EYFS) follow the educational programmes outlined in the framework for the EYFS. The strands personal, social, emotional development, communication and language will give opportunities to play and explore and learn in an active, creative way. The document 'Development Matters' will be used to support the planning and assessment of activities. These opportunities will provide broad and balanced experiences that will prepare pupils for the KS1 PSHCE curriculum.

PSHE has a core subject status at the Loyne School. It is delivered discreetly, cross-curricular and through continuous work which permeates through out school life. The time given is in accordance with the Curriculum and School Organisation Policy.

The PSHE curriculum is broken into three core themes Health and Wellbeing, Relationships and Living in the Wider World. The broad areas of content for each key stage are listed

Primary Phase

The delivery is mapped to show a progression over 2 years for key stage 1, lower and upper KS2.

Key stage 1

- Making a positive contribution
- Economical well being and financial capability
- Healthy Eating
- Caring Friendships
- Families and people who care for me
- Drug Awareness
- Personal Growth, Changes and Reproduction & Caring for living things
- Being Safe

Key Stage 2

- Making a positive contribution
- Healthy Eating and Physical Health and Fitness
- Mental Wellbeing
- Economical well being and financial capability
- Caring Friendships
- Drugs, and basic first aid.
- Being Safe
- Families and people who care for me
- Changing adolescent body

A five lesson programme called Kidsafe will be delivered to some groups to develop awareness and strategies in keeping safe towards the end of the Key Stage.

Secondary Phase

Below are the broad areas of content.

Key Stages 3 & 4

- Making a positive contribution
- Caring Friendships
- Being Safe
- Healthy and Prevention
- Changing adolescent body
- Drugs, alcohol and tobacco
- Economic well being and financial capability
- Respectful Relationships
- Mental Well-being
- First Aid

At Key Stage 3 and 4, health care, sex and relationships education and drugs education are taught as part of a modular science programme. The pupils access the PSHE aspect of the course as outlined in the 5 year mapping document (see scheme of work). In addition, KS4 students work towards ASDAN. Alongside this, the Kidsafe programme is delivered to groups of pupils in the Summer term.

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Below are the broad areas of content.

- Interpersonal Communication / Problem Solving
- Relationships
- Healthy Lifestyle including Exercise and Fitness.
- Emotional Health and Wellbeing
- Drug Awareness and Substance Abuse
- Keeping Safe
- Sex and Relationships Education

PSHE is embedded throughout the F.E curriculum. Elements of this can be found in many lessons throughout the curriculum. In addition to being taught as a discrete subject, PSHE not only encompasses structured units of study, PSD (which includes ASDAN accreditation), but also includes personal and life skills which are promoted on a daily basis both within the school curriculum and beyond. Additional opportunities for learning include school activities, concerts, residential holidays, independent living skills, travel and vocational modules, Duke of Edinburgh Award.

Each broad areas of content is differentiated to allow all our pupils to access the content in a meaningful and realistic way considering age and additional barriers to learning. Further details of this can be found in the Mapping and Schemes of Work for each Key Stage. Where appropriate, elements of the PSHE curriculum may be revisited throughout different key stages to contextualise and apply learning.

Activities that Permeate School Life

The school continually uses a range of initiatives to promote self-esteem e.g. the use of praise, the house point system, marking policy, journal of learning throughout school and home school books all help to raise awareness of good work and behaviour.

Throughout pupil's time in school they will have a range of opportunities to:

- Celebrate achievements e.g. through the house point system, Headteacher's award and Star of the Week
- Develop independence skills e.g. at playtime, dinner time and aspects of personal hygiene
- Enhance pupils' self awareness and self esteem e.g. through praise and Journal of Learning Throughout School
- Live a healthy and safe lifestyle e.g. Theme Week, daily fruit portions
- Develop relationships by inviting parents and visitors into school
- Make choices and express personal preferences e.g. drinks time

Resources

Resources for PSHE are continually being developed. These are held in the central storeroom. In addition circle time books are kept in the inclusive learning library

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Updated: May 2020
Review date: May 2024