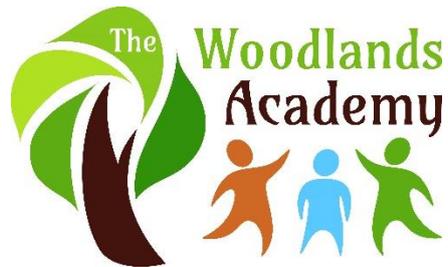




Personal, Social, Health and Citizenship Education Policy

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Personal, Social, Health and Citizenship Education Policy

Rationale:

Personal, Social, Health and Citizenship Development enables pupils to develop the knowledge and understanding, skills and attitudes which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives. PSHCE is a planned programme of learning opportunities and experiences that will help the pupils at The Woodlands Academy to grow and develop as individuals, members of families and communities. PSHCE makes a significant contribution to the personal development of the children and young people at The Woodlands Academy.

This policy supports the whole school Equal Opportunities and Child Protection Policy and reflects all other school policies.

Under the Education Act 2002/ Academies Act 2010 all schools must provide a balanced and broad based curriculum which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

In addition this policy has regard to the Equalities Act 2010 ensuring all schools:

- *Strive to do their best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion.*

Aims and Objectives:

At The Woodlands Academy we encourage pupils to play a positive role in contributing to the life of the school and the wider community; in doing so we develop the students' self-worth. We ensure that they experience the process of democracy in school through the School Council. The pupil's self-awareness and self-confidence is increased by ensuring that they have the opportunities to achieve and be successful. We provide an environment where pupils feel safe and secure and therefore are willing to take on new experiences and learn from these.

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

- Develop their self – esteem, self – confidence and emotional well-being.
- Develop positive relationships by helping them to form worthwhile relationships based on respect for themselves and others.
- To become emotionally literate, develop effective communication skills and be active responsible citizens.
- Develop a set of personal values and attitudes
- Take responsibility for their actions and the consequences of their actions
- Make informed choices regarding personal and social issues.
- Learn to keep themselves and others safe
- Develop positive attitudes to health
- Learn to respect the differences between people
- Develop their independence skills, preparing themselves for adult life.
- Help them become responsible and caring citizens.
- Be part of a school community in which everybody's contribution is valued

Teaching and Learning –How?

- By taking a holistic approach to learning through consultation with parents/carers as stated in the Home School agreement and other agencies, this approach will aim to identify barriers to learning and inform planning to achieve realistic outcomes for individuals.
- Access to specific interventions where necessary as stated in the Intervention Framework
- The PSHCE Curriculum is taught using a programme which builds on key concepts and skills, increasing their knowledge and understanding of these throughout the Key Stages. A thematic approach is used with some elements taken from the SEAL programme.
- Our PSHCE programme recognises that young people will bring prior learning and real life experiences to their learning. We will respect and build on these, providing a programme that reflects the unique needs of our pupils. We liaise with health and social care agencies, for example learning disability team to enable us to individualise programmes wherever necessary.
- We provide a PSHCE education programme through the implementation of planned activities, such as circle time. At The Woodlands Academy we are also committed to the teaching of PSHCE through all subjects, how this is achieved is highlighted in all Medium Term Plans with the PSHCE focus being - 'Interacting and Working with other', 'Independence and Organisational Skills' and 'Attention'. Cross –curricular opportunities are significant as is the schools commitment to providing a 'healthy schools' environment.
- The PSHCE programme is taught within a safe and supportive learning environment where pupils can develop the confidence to ask questions, make contributions related to their own experiences and reflect on their and others actions. The hope is that they will then put what they have learnt into practise in their lives
- The personal and social development of the pupils 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.

- Teachers/Instructors use a range of strategies to provide purposeful, meaningful learning experiences which will meet the needs of all the pupils in the setting. The emphasis is on interactive learning and the teacher as facilitator.
- The School Council will discuss and make decisions on issues relating to the pupils and the running of the school, such as ordering playground equipment, as part of the school's citizenship programme.
- Reward systems are individualised to praise good behaviour and celebrate successes.
- Appropriate provision is made for the pupils who need to use means of communication other than speech; these include pictures, symbols, signing and electronic devices.
- Sex and Relationships Education (SRE) will be offered in line with DfE's statutory guidance for Sex and Relationship Education.

Content –'what'?

- Specific PSHCE lessons are implemented, at least twice weekly in each class. A framework outlining themes are provided for each Teaching Team – semi-formal, formal (KS2/3) and formal (KS3/4)
- Other ways PSHCE is delivered at The Woodlands Academy:
 - Through themed assemblies
 - Learnt through a subject, for example P.E – *take part in work involving 2 or 3 others / small team games supported with clear rules and boundaries.*
 - Visitors, for example dentist, police.
 - 'Draw n Talk'; sessions during which pupils reflect on behaviour.
 - Lego Therapy
 - Sand Therapy
 - Group work and discussion
 - Residential Experiences
 - Outings on the minibus
 - Peer Mentoring
 - ASDAN programme
 - Mindfulness sessions
 - Use of Social Scripts/Comic Strips
 - Use of Emotion Thermometers

Monitoring and Evaluation:

Those responsible for monitoring the planning, teaching and learning of PSHCE are teachers and pastoral staff who are part of the Senior Management Team. Planning will be monitored and observations will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers/instructors. Regular subject meetings will be held to discuss any areas of development and specific issues, such as the teaching of Sex Relationship Education.

Assessment, Recording and Reporting:

The assessment of pupil's personal and social development provides information, which indicates pupil's progress and informs future planning. Pupils have the opportunity to reflect on their learning and to set personal goals and agree strategies to achieve these. The Woodlands Academy uses the PIVATS 5 assessment tool – areas include Social Awareness and Relationships, Personal Independence, Behaviour for Learning and Emotional Aspects. Other baselines used to measure progress include Strength and Difficulties Questionnaire, the Vineland Assessment and Boxall.

SCERTS is also used throughout the Academy. It is an educational model that provides specific guidelines that aim to help a child to become good at communicating socially, while addressing any behaviours that might distract or interfere with learning and the development of relationships. The letters of SCERTS refer to Social Communication Emotional Regulation Transactional Support.

Other performance indicators include evidence of a more caring, calm atmosphere in school, fewer incidents in incident books and evidence of raised standards in learning.