

**Heart of the Forest Community Special School**  
**PSHCE Policy**

**Introduction**

This policy explains the nature of Personal, Social, Health and Citizenship and its contribution to the education of pupils at Heart of the Forest Community Special School

**Development Process**

The policy will be reviewed and updated as appropriate. The PSHCE subject leader will lead on the process of involving staff, pupils and other members of the school community where possible. Useful sources of data, such as the on-line pupil survey and baseline assessments, are used to inform curriculum development and planning where relevant. It is reviewed in the light of new initiatives from the government, local need and best practice from agencies such as the PSHE Association and amended accordingly.

**Location and Dissemination**

A copy is available on the school network under Policies which can be viewed by school staff who have access to the school intranet. A hard copy is kept in the head teacher's office. The policy is also available on the school website, along with an overview of our curriculum provision.

**Context of the Policy and Relationship to other Policies**

References will be made in relation to other policies including Drugs education, Safeguarding, SMSC and RSE. PSHCE education is a non-statutory subject but we consider it a part of our core curriculum. Through a comprehensive programme of PSHCE education the behaviour and safety of the children and the requirements of the Social, Moral, Spiritual and Cultural (SMSC) aspects of the school can be fully addressed.

**Aims**

The programme of study outlined by the national PSHE Association for Key Stages 1 to 4 is based on three core themes:

1. Health and Well-Being
2. Relationships
3. Living in the Wider World

PSHCE education at Heart of the Forest aims to work across these themes and includes drug education, financial education, Relationships and Sex education, safeguarding, the importance of physical activity and diet for a healthy lifestyle, and emotional and mental health.

A comprehensive programme of PSHCE education at Heart of the Forest aims to:

- Provide pupils with accurate and relevant knowledge
- Have the skills to turn their knowledge into personal understanding
- Have an understanding of right and wrong
- Clarify and challenge their own and other's values
- Have the skills and strategies to lead healthy, safe, fulfilling and responsible lifestyles based on sound understanding
- Give opportunities to reflect upon and develop their own opinions and experiences in preparation for their future.

- Give pupils the opportunity to learn personal care skills including a healthy lifestyle and basic sex education
- Provide opportunities to develop social skills enabling them to interact with other people, make choices of leisure activities and care for their environment.
- Develop good self-esteem
- Develop a sense of awe and wonder and
- Develop the skills necessary to keep themselves safe both physically and emotionally.

The ethos of Heart of the Forest is to remove barriers and challenge all our pupils to reach their potential. PSHCE education forms a crucial element of this ethos.

### **Organisation, Teaching and Learning within PSHCE education**

Delivery of PSHCE education includes whole class teaching, small groups and single sex groups for some topics. Pupils are grouped by age and/or ability and can be led by the class teacher, school nurse, teaching assistant or visiting speaker from an outside agency such as the police or RSE tutor. PSHCE is timetabled throughout the week, with additional opportunities delivered through extra curricula activities such as assemblies, trips, invited guest speakers and visitors to the school. Where visitors are used within lessons, these are planned to complement existing provision. Visitors are required to follow our policies around confidentiality and PSHCE education.

A variety of approaches are used including group work, individual work, one-to-one, videos, drama and role-play, songs, games, stories and different types of visual material including models and objects of reference. Wherever possible, interactive learning resources and delivery is used in order to engage pupils and encourage independent learning and reflection.

Around the teaching of 'sensitive' subjects, such as RSE and Drug Education, the use of ground rules forms a crucial part of our approach to dealing with any questions or potential disclosures. This is then followed up after the session with individual pupils - appropriate protocol is then followed e.g. safeguarding, signposting etc.

### **Resources**

We use a wide variety of curriculum resources, many of which are 'bespoke' or heavily adapted to meet the needs of our pupils. These include PINK resources developed by Local Authority teams covering PSHE and Safeguarding Curriculum including RSE and Drug Education. We also use resources from external companies eg Facts4life

A variety of resources, including books and DVDs are available in school that are appropriate to age, gender and ability. They are located in the PSHE and RSE cupboards.

### **Assessing and Reporting Pupils Progress in PSHE Education**

We understand that the reporting of progress to both pupils and parents around PSHCE related themes is very important, especially to promote the importance of the subject. Our pupils will practice skills in PSHCE which they will need outside of school to become as independent as they can be, both now and in the future. Therefore, assessing progress across themes related to PSHE is vital. We have PSHCE targets within our IEPs and outcomes set as part of the EHCP process. We continue at the moment to report progress via the P Scales.

We use a variety of OCR accreditation to demonstrate progress and achievement in a more formal way with older pupils.

### **Monitoring and Evaluation**

Pupils' PSHCE work is evaluated and at the end of each term when their Individual Education Plan (IEP) is updated. The annual review/education healthcare plans (EHCP) process enables PSHCE specific targets to be discussed with parent/s and carers - from Year 9 the student can be present and contribute their views to the process.

Across school, our general approach to monitoring and evaluation of subjects, including PSHCE education, is that:

- There is a clear educational direction that focuses on raising standards and developing personal skills
- Schemes of work are regularly reviewed and new approaches of teaching and learning are incorporated where appropriate
- There are clear policies for assessing, recording and reporting on pupil achievement
- The progress of all groups of pupils are regularly monitored with the active engagement of the pupils themselves
- There is a well-planned approach to monitoring and evaluation.

The PSHCE leader takes responsibility for the monitoring of PSHCE. This includes:

- Regular meetings to share good practice
- Formal observation/reports on teaching as part of performance management carried out by SLT
- Support from senior managers in observing lessons and following departmental reviews.
- Governor observation
- Checking books and other materials/book trawls

### **Training & CPD**

The school takes a needs led approach to the training of staff who deliver PSHCE education - this is addressed via performance management should any training needs arise. The PSHCE leader takes the lead on CPD which she cascades to other teaching staff as required. We regularly attend training and network meetings arranged by the Local Authority on PSHCE related topics. A record of relevant staff training is held centrally by the school.

Whole school training on PSHCE related topics is carried out as required. We are a part of the County Special School Challenge and Support Network PSHCE group where good practice is shared and new initiatives devised.

### **Equal Opportunities**

Every effort is made to ensure that self-esteem and respect are fostered in staff, pupils and their families. Our young people are valued and encouraged to participate fully in the life of the school.

### **Monitoring, Review and Evaluation**

This Policy undergoes a detailed review by staff and Governors as required.

The PSHCE Lead and the Head teacher monitor the effectiveness of the Policy.

Ratified on: .....

Chair of the Governing Body: .....