



Hazelbeck PSHCE Policy

Last updated and agreed February 2018

PSHCE is at the heart of everything we do at Hazelbeck Special School. This policy is a working document, which provides guidance and information on all aspects of PSHCE, and aims to provide a secure framework within which staff can work.

How was the content decided?

- * A needs assessment was carried out
- * Consultation with staff, pupils, parents/carers, governors and external agencies
- * Local and national data and guidance

Key roles and responsibilities

The Board of Trustees

The Board of Trustees has overall responsibility for the implementation of Hazelbeck's PSHCE Policy. They ensure that the PSHCE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

Head Teacher

The head teacher has responsibility for handling complaints regarding this policy, as outlined in Hazelbeck's Complaints Policy.

The head teacher will be responsible for the day-to-day implementation and management of the PSHCE Policy.

The PSHCE co-ordinator

The PSHCE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHCE education that achieves the aims laid out in this policy.

As required by statutory guidance, the governing body and head teacher will consult with parents to ensure that the RSE and PSHE policies reflect the needs and sensibilities of the wider school community.

Hazelbeck will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from PSHCE and RSE education.

National Guidelines

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. The Department for Education (DfE) has stated, however, in section 2.5 of the national curriculum framework that '***All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice***'.

In the absence of a new programme of study from the DfE, the PSHE Association, in consultation with a wide variety of agencies and PSHE practitioners, has produced this programme of study based on the needs of today's pupils and schools. Our programme of study identifies the key concepts and skills that underpin PSHCE education and help schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental, citizenship and physical development and prepare them for the opportunities, responsibilities and experiences of life.

All students access our PSHCE curriculum at a level that is appropriate to their individual needs and understanding rather than being age related.

Sensory Learners

Our sensory learners have PSHCE as a specific strand within the Personal and social development strand of the curriculum. Interacting with peers and relationships also has a strand in the communication section of the curriculum (see Sensory curriculum).

Supported and Independent Learners

For supported and independent learners at Hazelbeck Special School, our program of study is based on three core themes within which there will be broad overlap and flexibility:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The three overlapping and linked '**Core Themes**' (Health and wellbeing, Relationships, Living in the Wider World), expressed as areas of core knowledge, understanding, language, skills and strategies, are taught in accordance with pupils' readiness and are appropriate across all Key Stages. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others. There is also a considerable amount of overlap with SMSC (see SMSC policy).

PSHCE education should respect and take account of pupils' prior learning and experiences. Programmes should reflect the universal needs shared by all children and young people as well as the specific needs of the pupils in the school. PSHCE education should be taught through a spiral programme, revisiting themes, whilst increasing the challenge, broadening the scope, and deepening pupils' thinking.

At Hazelbeck we know PSHCE education also needs to be generalised to the home and community setting. We therefore work with our parents and other agencies to ensure a consistent approach to reinforcing key skills.

Who is this policy for?

- * Staff
- * Parents/Carers
- *Governors
- * Visitors to the school

Section 2.5 of the National Curriculum Framework states that all schools should make provision for PSHE, drawing on good practice.

This curriculum fulfils our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development, and prepare children for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002.

This PSHCE Policy works with, and alongside, our RSE, Anti-Bullying, DAT, Safeguarding, Inclusion and Equal Opportunities Policies.

What is our rationale for PSHCE at Hazelbeck?

- * PSHCE education prepares our pupils to live their 'best lives' - both now and in the future
- * PSHCE education is a planned, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives
- * As part of a whole-school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society
- * PSHCE education helps in reducing, or removing, many of the barriers to learning experienced by our pupils, significantly improving their capacity to learn and achieve
- * Our PSHCE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our statutory responsibility in promoting their wellbeing
- * The learning provided through our PSHCE education provision is an essential contribution to the safeguarding of our pupils

What impact do we want from PSHCE for our pupils?

1. Pupils are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives
2. Pupils are encouraged to be enterprising
3. Pupils are supported in making effective transitions, positive learning and career choices, and in achieving economic wellbeing
4. Opportunities are provided for pupils to reflect on and clarify their own values and attitudes, and explore those of others around them
5. Pupils are supported in building their confidence, resilience and self-esteem
6. Pupils are able to identify and manage risk, make informed choices and understand what influences their decisions
7. Pupils are supported to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings
8. Pupils will develop an understanding of themselves, empathy and the ability to work with others
9. Pupils will be supported to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

How is PSHCE delivered at Hazelbeck?

As a school PSHCE is taught in various ways.

1. Focused lessons. This is direct teaching via timetabled lessons.
2. Cross-curricular learning experiences.
3. They may also be delivered in a one to one or counselling setting.
4. Some PSHCE will be taught discreetly through enrichment activities and whole school events.
5. There is an element of PSHE in pastoral care.

These learning experiences:

- * Contain accurate and relevant knowledge

- * Provide quality active learning opportunities. As well as learning “about”, students also learn “how to”.
- * Use pupil feedback (e.g. AFL, and A team feedback)
- * Respect pupils’ prior learning, experience, needs and readiness
- * Provide opportunities to turn knowledge into personal understanding
- * Activities provide opportunities to explore, clarify and challenge their own and others’ values, attitudes, beliefs, rights and responsibilities
- * Learning opportunities provide the skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives
- * All learning is inclusive and acknowledges and accommodates the diversity within our school in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability
- * Links are made with relevant subjects to provide consistency and consolidation (e.g. Science / Computing / P.E. / Enterprise)

How do we assess and monitor PSHCE?

1. Opportunities for assessment are built into provision and progress is tracked through school.
2. All students have PSHCE targets in their yearly EHCP.
3. Pupils are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day-to-day lives
4. Progress in PSHCE education is recorded and reported to parents in line with all other non-core curriculum subjects.
7. Accreditation such as ASDAN and AQA
8. All students have Annual Student Targets. Progress is monitored throughout the year. They are discussed at the annual review. Progress is monitored and reported back on to parents and students.