



Hazelbeck PSHE Policy

Last updated January 2024

PSHE 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 PSHE 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 Local School Committee

The Local School Committee approves Hazelbeck's PSHE Policy. They ensure that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

Headteacher

The headteacher has responsibility for handling complaints regarding this policy, as outlined in the Hazelbeck Complaints Policy.

The headteacher will be responsible for the day-to-day implementation and management of the PSHE Policy.

The PSHE co-ordinator

The PSHE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE 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 PSHE and RSE education.

Experiential Learners

Our sensory learners have PSHE as part of their curriculum throughout the whole of the year, adapted to best meet their learning needs.

Concrete and Abstract Learners

For concrete and abstract learners at Hazelbeck, our program of study is based on seven defined core themes:

1. Choice making
2. Friendships
3. Emotional and mental wellbeing
4. Personal hygiene and self-care
5. Appreciating difference and my place in the world
6. RSE
7. Transition.

PSHE 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. PSHE education should be taught through a spiral programme that revisits themes whilst increasing the challenge, broadening the scope, and deepening pupils' level of thinking.

At Hazelbeck we know PSHE 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

What is our rationale for PSHE at Hazelbeck?

- * PSHE education prepares our pupils to live their 'best lives' - both now and in the future
- * PSHE 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, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society
- * PSHE 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 PSHE 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 PSHE education provision is an essential contribution to the safeguarding of our pupils

What impact do we want from PSHE 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 PSHE delivered at Hazelbeck?

As a school PSHE is taught in various ways.

1. Focused lessons.
2. Cross-curricular learning experiences.
3. It may also be delivered in a one to one setting where needed.
4. Some PSHE will be taught discreetly through enrichment activities and whole school events.
5. There is an element of PSHE in pastoral care.

How do we assess and monitor PSHE?

1. Opportunities for assessment are built into provision and progress is tracked through Evidence for Learning
2. All students have PSHE 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. Qualifications such as AQA
5. All students have annually set student outcomes. Progress is monitored throughout the year. Outcomes are discussed and set at the annual review. Progress is monitored and reported back to parents and students.

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

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary.

It will be approved by Hazelbeck Local School Committee and the Headteacher.