

# Belmont School PSHE Policy



**Authorised:** .....

**(Headteacher)**

**Authorised:** .....

**(Chair of Governors)**

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## INTRODUCTION

PSHE education is a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

In addition to the national curriculum framework, the Department for Education guidance states that the subject is 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Within Belmont school PSHE is a **core subject** and is embedded in many aspects of our teaching and learning and daily living throughout the school. The content of the PSHCE curriculum has been developed from the 'Pink curriculum' developed by Gloucestershire Healthy Living & Learning. It covers three main strands; Relationships, Health and Well-being and Living in the wider world. The range of topics are chosen to ensure wide coverage of PSHE and to address topics significant to the needs of our Belmont students. The three main strands covered are:

- Relationships
- Living in the wider world
- Health and Wellbeing

PSHE lessons are supported by a wide range of interventions that include; active listening, Lego communication, speak up, heart math, sand play, SULP, behaviour mentoring, Relax Kids and THRIVE.

It is also further embedded via thought of the week, assemblies, careers, parts of other subject lessons and enrichment weeks (sexual health week, anti-bullying week, wellbeing week and road safety week)

## AIMS

Learning and undertaking activities in PSHE are designed to enable our students to become:

- Successful learners who enjoy learning, make progress and achieving.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.
- Resilient young people able to emotionally and mentally cope with the challenges they may face during all stages of their lives.

PSHE education in Belmont School is designed to;

- promote responsible attitudes towards the maintenance of good physical and mental health.
- give pupils the knowledge and develop the self-esteem, resilience, confidence and self-awareness to enable them to make informed choices and decisions.
- develop rational thinking skills and critical facilities to enable pupils to problem solve.
- encourage and support the development of social skills and social awareness to enable the children to engage appropriately in society and form relationships.
- enable pupils to make sense of their own personal and social experiences and express the emotions linked to this appropriately.
- encourage a responsibility for the well being of others and the environment.
- develop the ability to assimilate knowledge, to study independently and to have a positive attitude towards learning.

### **KEY CONCEPTS & CURRICULUM CONTENT**

There are a number of key concepts that underpin the 3 strands of PSHE. These are as follows:

#### **Relationships (to provide students with the knowledge & skills to develop safe, healthy, happy relationships)**

- Understanding the feelings & emotions of others and interacting appropriately.
- Positive friendships & anti-bullying
- Sex & relationships education (contraception, STI's, PANTS rule, consent, relationship development, pregnancy)
- Equality & diversity
- Managing change and transition
- Growing up & Puberty
- Family relationships

#### **Health & wellbeing (to provide students with the knowledge and skills to be mentally, physically & emotionally healthy)**

- Hygiene
- Drugs & Alcohol
- Healthy Eating
- Physical Activity
- Sleep
- Mental Health (resilience,
- Understanding our own feeling and emotions
- Expressing & managing our feelings and emotions appropriately
- Resilience and managing challenges
- Growth mind-set and being a positive learner
- First Aid and coping with a medical emergency
- Addiction

**Living in the wider world (to provide pupils with the knowledge and skills to stay safe, engage with society, carry out daily tasks independently and prepare them for the working world)**

- Managing money
- Managing time
- Internet safety
- Water safety
- Sun Safety
- Electrical safety
- Identifying risk
- Road safety
- Fire safety
- Stranger danger
- Being British
- Multimedia influences
- Democracy

## **CURRICULUM OPPORTUNITIES**

Pupils are offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject:

- Have contact with information, advice and guidance specialists
- Use a range of sources including the internet to obtain information and carry out their own research.
- Meet and work with people from the wider community both in school and through external visits
- Take part in workshops delivered by visitors
- Participate in educational visits
- Use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- Take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- Work as members of groups and teams, taking on different roles and responsibilities
- Evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them

## **STRUCTURE**

### **Time allocated**

The time allocated to PSHE is differentiated by Key Stage to ensure needs are met at each level of their education. Requirements are discussed annually in line with curriculum development and formally incorporated accordingly into the school time table and curriculum planning.

KS1 & 2 – 1 PSHE lesson + 1 SULP lesson per week + 1 THRIVE lesson per week

KS3 – 1 PSHE lesson + 1 PSHE/ THRIVE lesson per week

KS4 – 2 Personal social development lessons + 2 Skills for independence & work lessons per week.

These lessons are supported by thought of the week, assemblies and a wide range of interventions.

4 Enrichment weeks are carried out each year. These are:

- Sexual Health week (KS4 only)
- Anti-bullying week
- Wellbeing Week
- Road Safety Week

5 international days and 1 e-safety day is carried out each year.

### **Class/ Groupings**

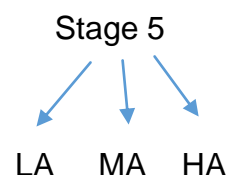
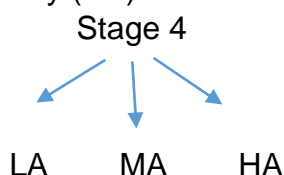
The students are grouped differently for each key stage. The structure is as follows:

#### **Primary**

- The four levels taught in primary are; foundation, stage 1, 2, & 3.
- Taught in tutor groups unless ability level is significantly different in which case they will join another class at a more suitable level. Pupil stay with the same teacher and LSW for the whole year.
- Teachers are expected to teach all three strands of PSHE; relationships, health & well-being and living in the wider world across 6 modules. Differentiation is required within class.
- Primary are taught in this way to provide consistency and an opportunity for strong relationships to form between tutor and pupil.

### **Key Stage 3**

- Students in Key stage 3 are assigned to either stage 4 or stage 5 modules depending on social understanding and suitability to content.
- Each stage is further split into lower ability (LA), middle ability (MA) and higher ability (HA).



- Staff are allocated a strand of PSHE in response to a skills audit that identifies their strengths to support high quality teaching.
- Gaps in knowledge are managed via CPD.
- Each teacher teaches 2 modules per year and students rotate on a carousel of modules within their stage.

### **Key Stage 4**

- Key stage 4 follow an externally accredited course in Personal, social development.
- Key stage 4 also receive focused lessons on key topics including sex education, drugs alcohol & tobacco, mental health & internet safety that are not always covered in detail in the Entry level modules.

## **SAFEGUARDING**

The PSHE department follows the school policy for safeguarding. In all areas of school life safeguarding is a high priority. PSHE provides students with the knowledge and skills they need to keep themselves safe. Children are taught how to recognise inappropriate behaviour, danger and abuse and report it or seek help from an appropriate adult. Students also participate in a variety of activities that develop their ability to be resilient, communicate and express their emotions and find coping strategies for distressing events. If a safeguarding issue is known then steps should be taken to adapt the lessons and ensure that the students' dignity is protected and distress is reduced whilst also ensuring that the pupil is still provided with the education they need. At time it may be necessary to teach the pupil one to one as part of an intervention. All visitors are made aware of and agree to Belmont School safeguarding procedures. This ensures the best outcomes for Belmont pupils and ensures everybody stays safe. For more information please refer to the school's safeguarding policy which is available on the school website.

## **EQUAL OPPORTUNITIES**

The PSHE department follows the school policy for equality & diversity. In accordance with our vision and the values that underpin our ethos and behaviour policy we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

Equal opportunity ensures the right of every pupil to take part in all aspects of the curriculum, regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality.'

Within PSHE teachers set high expectations. Each individual is ensured access to a full and varied programme of activities with opportunities for all pupils to participate fully and effectively, including all genders, all sexualities, all learning needs, all physical need, all ethnicities and students from all social and cultural backgrounds.

Pupils are equally respected for who they are and for the contributions they make. This helps to foster an understanding of respect for gender, sexuality, beliefs, faiths and cultures of others. Knowledge, skills and understanding are taught in ways that suit pupils' abilities and on occasions, content is taken from earlier key stages so that pupils can make progress and show what they can achieve. As a consequence of this flexible approach there may not be time to teach all aspects of the age-related programmes of study, the content of which may at times therefore be used as a resource or to provide context.

In order to provide access to learning and meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need help with communication, language and literacy
- Secure motivation and concentration through the use of all available senses and experiences, including a variety of media in order to present issues and planning appropriate amounts of time to allow for satisfactory completion of tasks
- Provide equal opportunity through teaching approaches and differentiation of tasks and materials as appropriate, recognising the different ways in which students learn and taking into account different learning styles
- Use and monitor targets set in the students' EHCP within PSHE lessons
- Be up to date with safeguarding information on the pupils they teach and adapt lessons appropriately.
- Regularly monitor progress data on the Belmont tracker and EHCA

## **LINKED POLICIES**

Non-Curriculum Policies linked to the PSHE policy include:

- Behaviour, anti-bullying & hate crime policy
- Equality & diversity policy
- Sex and Relationship Education policy (SRE)
- Online safety policy
- Safeguarding policy
- Health & safety policy

## **ASSESSMENT, RECORDING and REPORTING.**

PSHE is monitored on 2 separate tracking systems.

The progress made in terms of knowledge gained in PSHE related topics will be monitored on the schools bespoke tracking system. An assessment will be made at the end of each term. This information can be used to monitor content coverage as well as inform future planning.

The progress made in life skills and personal, social & emotional development will be monitored on our EHCA (Educational health care assessment) This is closely linked with our EHCP's. The EHCA is to be used for:

- monitoring progress within the areas of social, emotional & mental health, social communication & interaction, self-care & independence and sensory & physical need.
- setting and assessing targets for the EHCP's
- providing information to discuss at parents evenings that is related to the holistic well-being of the child and progress made.
- ensuring appropriate groupings of children
- providing an overall profile of pupil needs across the school
- monitoring impact on pupil wellbeing when we are aware of a safeguarding issue.
- assisting in the differentiation of lessons to cater for pupils needs.
- ensuring that appropriate support is given where needed in regards to staffing.
- identifying pupils in need of interventions.
- assessing the impact of interventions.

## **ROLES AND RESPONSIBILITIES**

All members of the school are committed to PSHE at Belmont.

### **The Head teacher/ SLT will:**

- Agree a named member of staff with responsibility for PSHE
- Support appropriate staff INSET
- Support relevant CPD

### **The Governing body will:**

- Nominate a link governor for the subject of PSHE
- Require an annual report on the progress and effectiveness of PSHE
- Review this policy annually and in line with statutory guidance and best practice



**The subject co-ordinator will:**

- Plan, co-ordinate and implement the PSHE curriculum
- Keep all teaching staff informed of developments within PSHE
- Audit and order resources required to teach PSHE
- Monitor progress using the PSHE Belmont tracker and EHCA (Educational Health Care Assessment)
- Encourage staff development, and support INSET
- Communicate with outside agencies and business to provide pupils with enriched educational experiences.
- Monitor, evaluate and review policy and practice of PSHE within the curriculum.
- Be the Belmont link and provide first contact with other agencies
- Organise trips, visits and enrichment weeks associated with PSHE

**The role of parents**

All Belmont students have an EHCP. Within the EHCP, parents agree to support the outcomes related to personal social and emotional development and students' preparation for adulthood.

Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science. Parents can withdraw their children from all other parts of sex and relationship education if they want. Parents are given the opportunity to do so. Our policy on sex and relationship education is available for all parents to access on our website.

**The role of students/ pupil voice**

Students participate in the development of PSHE by completing feedback forms following enrichment weeks and significant activities. This information is used to assess impact and change future plans.

Students will be given the opportunity to develop their personal, social and communication skills by using them to support and coach younger students in the area of PSHE.

Students will be provided with a 'worry post box' and 'appreciation post box' to communicate with others and ensure their voice is heard.

Democracy is demonstrated in the process of electing school council reps and in school council activities. School council activities include discussions regarding: school meals, structure of the house system, school uniform, looking after our environment and deciding how charity money is best spent to support the students' community.