

**Personal, Social, Health and Citizenship Education (PSHCE) KS1 – KS4**

*This policy should be read in conjunction with the teaching and learning policy, curriculum statement and planning and assessment policy.*

At Pace we see Personal, Social, Health and Citizenship Education (PSHCE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community

**1. Aims**

The aims of PSHCE are to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- 1.1. have respect for themselves and others, valuing the differences and similarities between people;
- 1.2. develop good relationships with other members of the school and wider community;
- 1.3. be independent, self-disciplined and responsible members of society;
- 1.4. be positive and active members of a democratic society;
- 1.5. develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- 1.6. know and understand what constitutes a healthy lifestyle;
- 1.7. be aware of safety issues and manage risk in their own lives.

**2. Curriculum organisation**

- 2.1 Every class has a weekly timetabled session of PSHCE learning every week. This may be part of the SMSC (Spiritual Moral Social and Cultural) learning that takes place weekly through class and whole school assemblies.
- 2.2 In addition to this, PSHCE is also taught within other subject areas and as part of cross-curricular projects: Science, Geography, RE, English and History.
- 2.3 PSHCE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional discussion session in response to a particular event or issue.
- 2.4 Whole school and class assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development (SMSC), promoting our school's values and celebrating achievement.
- 2.5 PSHCE is taught in an age appropriate, relevant and accessible way given the complex and varied needs of Pace children from one group to the next.
- 2.6 PSHCE is embedded within the Pace integrated curriculum framework daily through self care activities, eating and drinking and incidental learning opportunities throughout the school day.

**3. Teaching and learning strategies**

A range of teaching and learning strategies are used:

- 3.1 During timetabled PSHCE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- 3.2 All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.
- 3.3 Visiting speakers such as the police and health workers also contribute to the taught curriculum.

- 3.4 Beyond timetabled PSHCE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
- 3.5 Children are encouraged to take part in a range of practical activities to promote active citizenship and fundamental British values, e.g. charity fund-raising; the planning of special events at school; making class rules; class council meetings; and by taking on roles of responsibility for themselves, for others and for the school.

#### **4. Assessment, reporting and recording**

- 4.1 Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.
- 4.2 Teachers assess children's progress in PSHCE:
- by making informal judgements as they observe them during lessons and at other times around school
  - Through systems outlined within the planning and assessment policy.
- 4.3 The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

#### **5. Personalised Learning**

- 5.1 As children with sensory motor difficulties (many of who also have a broad range of other needs affecting their learning and access to the World around them) Pace children are particularly vulnerable and require a highly personalised and specialist PSHCE education within the integrated curriculum that they receive during their time at Pace, and to prepare them for future adult life.
- 5.2 To achieve this outcome the school's approach to PSHCE will take account of:

#### **Equal Opportunities**

All children have an entitlement to access the PSHCE curriculum. All children will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities regardless of gender, race or ability.

#### **Children who use alternative methods of communication**

Many Pace children have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols, AAC and/or communication switches and aids. The staff will adapt their teaching of PSHCE to ensure that these children are able to effectively access and benefit from the PSHCE curriculum in a way which is relevant for them.

#### **Ethnic and cultural diversity**

Different ethnic and cultural groups may have different attitudes to PSHCE. The school will consult children and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

#### **Varying home backgrounds**

We recognise that our children may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

#### **Sexuality and gender identity**

On average, about 5% of all children nationally will go on to define themselves as lesbian, gay, bi-sexual, trans or questioning, LGBTQ. Children may also have LGBTQ parents/carers, brothers or sisters, other family members and/or friends. Our approach to PHSE will include sensitive, honest and balanced consideration of sexuality and gender identity.

Our pastoral support will take account of the needs of LGBTQ children and young people. We shall promote a culture of care and respect and also actively tackle homophobic bullying.

## 6. Methodology and Resources

**6.1** A wide range of teaching methods are used, that enable student's to actively participate in their own learning. This includes use of quizzes, case studies, research, role-play, video, small group discussion and use of appropriate guest speakers. These are planned carefully according to the individual needs of the children and their communication/access to the learning is highly differentiated in-keeping with the Pace ethos.

Where it is regarded as particularly beneficial children can be divided into single gender groups for a part of lessons or whole lessons.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that children are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to children.

### 6.2 Answering questions

The school believes that children should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with children and by taking an approach that encourages children to be mature and sensible.

If a teacher does not know the answer to a question they will acknowledge this and suggest that they and children research the answer to the question later. If a question is inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind children about the ground rules and if necessary point out appropriate sources of support. If a teacher is concerned that a student is at risk they will follow the school's safeguarding procedures.

### 6.3 Community Links

Working in partnership with parents and carers and with the wider school community is an essential element of PSHCE. We seek to involve parents and keep them informed through our home/school communication books, termly newsletters and bi-annual parent's evenings. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community through various activities such as the schools linking project, our Children's Challenge and various community based fund raising activities.

## 7. Pastoral Support for Children who Experience Difficulties

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for children in a number of ways. Staff may be approached for help on an individual basis and through the team system. They offer a listening ear and kind eyes and, where appropriate, information and advice. The school nurse offers a health and support service to children. Where appropriate, children are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people, promote their existence to children and endeavour to form working relationships with local agencies that are relevant to student needs.

## 8. Parental concerns

We will work in active partnership with parents/carers, value their views and keep them informed about our PSHCE provision. If a parent/carer has any concerns about the PSHCE/SRE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision.

### **9. Subject review and monitoring**

The PSHCE Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHCE, by passing on information and ideas, and delivering training as appropriate. We also hold regular team meetings to discuss current issues and to make staff aware of new initiatives, practices and resources.

The current PSHCE co-ordinator is: Polly Kempson

### **10. Links with other policies**

This policy links particularly to the following policies: Planning and assessment policy, Teaching and learning policy, Curriculum statement, Confidentiality, Sex and Relationships Education (SRE), Child Protection, Behaviour, and Anti-bullying

***Date: September 2018***

***Review Date: September 2019***

***Reviewed by: Polly Kempson***