



## St Anne's School and Sixth Form College

(P.S.H.C.E. Personal, Social, Health, Citizenship Education)

This policy was adopted in the Summer term 2013 and updated September 2018

### 1. INTRODUCTION

This policy document is written after consultation with the teaching staff and Governor with responsibility for safeguarding and is presented to the Local Education Authority and the Governing Body in the Spring term 2013, and reviewed annually by the PSHCE Co-ordinator.

It is a working document, which reflects the ethos and practice within the school in relation to Personal, Social, Community and Health Education (PSCHE). It has been written with due regard to the requirements of pupils and students to receive formal PSCHE education and is evaluated according to changes within these guidelines as and when they arise.

PSCHE aims to support the development of the life-long learning skills identified at St. Anne's: Communication, Taking part, Choosing, Keep on trying, Working with others and By myself. Outdoor learning opportunities are embedded in the PSCHE curriculum and evident in planning. Outdoor learning aims to enhance the delivery of lessons and supports the life-long learning skills identified at St. Anne's. PSHCE is delivered throughout the school using the JIGSAW PSHCE scheme.

The Curriculum Co-ordinator: Dorothy Colley

The PSHCE Co-ordinator: Emma Holmes

### 2. FUNDAMENTAL PRINCIPLES

PSCHE is an essential part of education for all children. Each milestone marks the transformation of the dependent child to an independent adult. For children with severe learning difficulties these milestones require a programme of structured teaching, planned experiences and time to ensure progress toward the individual's ultimate potential. Alongside the development of language, PSCHE is of foremost importance for our pupils and students. The schools policy on child protection will apply throughout

#### **The PSCHE curriculum will:**

- Develop the pupil's and student's skills at levels appropriate to each pupil/student.
- Be relevant to everyday life and promote increased awareness and understanding of it.
- Provide enriching experiences that encourage the pupil/student to interact.
- Be fully accessible to each pupil's individual needs and level of ability.

#### **Through a well-designed curriculum the pupil/student will:**

- Increase their self-esteem and confidence.
- Prepare to begin to cope with the physical and emotional changes involved in growing up.

- Be encouraged to have respect and consideration for others.
- Be encouraged to reach their maximum potential for independence and quality of life.
- Gain skills to act with competence, safety and confidence at home.
- Engage in routines within the classroom to encourage them act independently and to use their initiative.
- Learn to behave appropriately with members of both sexes, different ages, friends and strangers.
- Develop personal and social skills leading to appropriate and socially acceptable behaviour.
- Develop work habit and attention skills.
- Gain awareness of their body, its functions and proper place of privacy.
- Begin to understand their own sexuality and its implications in adult relationships.
- Begin to gain awareness of differing races and religious beliefs.
- Begin to gain awareness of adult roles whilst avoiding the promotion of sexual stereotypes.
- Begin to gain awareness of the importance of keeping healthy including healthy lifestyle choices and a healthy diet.
- Learn how to keep safe online at home and within school.

### 3. ROLES AND RESPONSIBILITIES

The governing body with the head teacher will determine the school's approach to PSCHE.

The co-ordinator will: -

- Ensure a consistent approach throughout the school
- Units of work are regularly reviewed
- Continuity and progression
- A common approach to assessment
- Monitor record keeping
- Liaise with Senior Management to attend in-service training courses and disseminate relevant information to staff.
- Support staff and ascertain their training needs in consultation with Senior Management.
- Encourage parental involvement
- Liaise with the ICT subject leader to deliver an effective e-safety curriculum
- Reinforce appropriate hygiene practice
- Collate visual aids relating to units of work
- Manage, maintain and up-grade resources
- To represent the school in any suitable curriculum leader meetings
- Policy is updated when necessary

### 4. PRACTICE

#### **The Delivery of PSCHE**

We will provide access to a wide range of resources; encourage pupils to develop positive feelings and a sense of achievement so giving each one a sense of their own worth. Pupils will be offered opportunities to communicate, gain confidence, explore feelings and emotions and develop personal and social skills.

The delivery of PSCHE should reflect the whole school approach to learning in which the pupils are encouraged to be active participants in their learning experiences, develop independence and self-advocacy; and make full use of the resources available.

The method of delivery should be appropriate to the objectives of the learning experience and have sufficient variety to maximise the pupil's interest. It should reflect the pupil's need in terms of level, methods of communication and pace of progress. Pupils must be given time to interact with materials, respond to experiences and answer questions for themselves.

The pupils should be taught in an environment in which they are comfortable, where they know what is expected of them and they can be led to find out for themselves. They must be put in a situation where they can fail safely and have the confidence to try again.

Pupils should be allowed to progress by building on and extending previous experiences. New experiences must be introduced at the point appropriate to the pupil.

Equal opportunities, gender, multicultural, environmental, health, personal and social issues should be considered when planning work in PSCHE. Work should make use of the pupil's acquired skills particularly mathematical and linguistic ability.

The use of ICT should be encouraged where appropriate and staff should be aware of links to the e-safety policy.

Parents will be encouraged to take part in their child's learning by the setting of shared tasks as home learning as appropriate. Parents should be involved as much as possible in the setting of PSCHE targets. Information about capabilities at home is invaluable and any concerns or priorities for pupils needs should be discussed fully. A valuable working partnership should be formed wherever possible.

### **Abuse**

If for any reason staff feel that a student may have experienced abuse of any kind this will fall within the School Child Protection Policy and will be dealt with according to the guidelines contained in this.

Pupils or students who may have experienced abuse will still be included in the PSCHE lessons unless this is deemed unsuitable, although part of this programme is to encourage students to understand what constitutes abuse, how to avoid this and what to do if this happens. The development of this, the child's assertiveness and confidence as a central part of the PSCHE programme.

PSCHE will permeate the whole curriculum and will be delivered as an integral part of all subject areas. This needs to be done in 4 major ways:-

1. Through practice of skills in areas such as dressing, feeding and hygiene.
2. The setting up of routines within the whole establishment which encourages independence, for example:-
  - a. Encouraging children to get out and put away own equipment.
  - b. Taking messages to other parts of the school.
  - c. Being responsible for regular tasks.
3. Through experiences in the community, for example:-
  - a. Visits to shops and cafes.
  - b. Participating in events with other schools and youth clubs.
  - c. Integration into other schools and inter-relating with pupils from other schools who are visiting St. Anne's.
  - d. Residential visits.
  - e. Work experience.
4. Through Home-School liaison and the involvement of outside professional agencies as necessary.

In both upper and lower school, specific skills teaching will be carried out under the headings of National Curriculum subjects as appropriate to the subjects. For example, in PE the pupil may be using the changing time to practice tying his shoe laces. This should be recorded as a PSCHE objective and cross referenced within the pupils PE programme.

### **Generalisation of PSCHE**

Much of this needs to be practised away from the structural environment to encourage pupils to express their own wishes and develop their initiative.

An interim step between the structured skills training and independence in the community can be promoted throughout the curriculum. This provides greater opportunity for making choices and giving pupils the chance to carry out their own objectives.

Break times, meal times and free-activity time throughout the establishment should be seen as valuable opportunities for developing PSHE objectives.

### **Lower School Key Stage 1 and 2**

The pupils will follow a programme with regard to their personal capabilities. This will be through an individual programme featuring small group, 1:1 work and the use of SEAL.

### **Upper School – Key Stage 3, 4 and 5**

Work is differentiated to suit the individual at the short-term planning stage so that all pupils have parallel but appropriate learning experiences within the current programme.

Due to the holistic nature of PSHE, materials, particularly pupil's methods of recording are differentiated to enable the pupil to get the most out of the content without causing confusion over putting down on paper and at the same time allowing maximum independence.

In Key stage 3, 4 and 5, the themes introduced in Key Stage 1 and 2 will be continued and developed and include a rolling programme of life skills. PSHE work will be in small groups or on a 1:1 basis as appropriate.

### **Pupils and Students in Residence**

The defining of objectives for individual pupils and students will be carried out through the liaison between the link worker and the class teacher. These will be worked on within residence and progress recorded and reported back to the class teacher {See guidelines for Teacher-link worker liaison in the staff handbook}. The class teacher and the link worker will hold joint responsibility for the transfer of information between school and the residence.

### **Planning, Recording and Assessment.**

Individual assessment against identified learning outcomes is reported on in the Annual Review.

This policy will be updated when necessary by the post holder/or curriculum co-ordinator who will make recommendations and amendments in consultation with the Management Team.

Each pupil and student's level of attainment is assessed using B Squared. In the Early Years Foundation Stage, pupil's level of attainment is assessed against the Development Matters Statements and the Early Years Foundation Stage Profile. Pupils in the PMLD group will be assessed on their 5 areas of learning. If applicable the information will be transferred onto P level assessments.

In Key Stage 4 and 5, elements of PSHE will contribute towards units of ASDAN qualifications in Personal, Social Development (PSD) and/or Personal Progress. Both these qualifications are accredited within Section 96 of the new Government guidelines regarding funding.

## **5. RESOURCES**

Because of the needs of students with learning difficulties, many resources will need to be explicit and visual material will need to be clear and unambiguous. The school will also use the correct words for body parts and when applicable will use anatomically correct 3 dimensional models. All pupils are entitled to have a variety of motivating resources to encourage a broad and balanced curriculum in PSHE. Resources include:

Books

Photo packs

DVD's and CD's

Educational visits

Specialist staffing/visitors

iPads

## 6. DOCUMENTATION .

Teachers will record progress for pupils and students and continually update their records.

## 7. SPECIAL FACILITIES

Some elements of the programme may be delivered by specialist nursing staff, who will provide different resources for the students to use.

## 8. INSET

We review how and when we will deliver in-service training to staff and to the school population.

The CPD co-ordinator advice staff on suitable courses and they will feedback to staff and evaluate the course they attended.

## 9. LIAISON WITH OTHER SCHOOLS

St Anne's School and Sixth Form College is part of the Hunsley Partnership of schools, and Heads meet on a regular basis to discuss ways forward e.g. Inclusion.

Liaison between the Head and Curriculum co-ordinator from other partnerships.