



Personal, Social, Health and Citizenship Education Policy

Approved by: Teaching and Learning Committee

Date: ...12th July 2018,.....

Signed:*[Signature]*.....

Review Date: July 2019

In Stone Hill School, P.S.H.C.E. is valued in such a way that it underpins the whole curriculum; life skills are taught throughout the school day.

Aims and Objectives

We believe that education in P.S.H.C.E. enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

In so doing, we help to develop their sense of self-worth. We teach them how society is organized and governed. We ensure that they experience the process of democracy through participation in the school council. We teach about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural British society.

Indeed, the teaching of P.S.H.C.E. is inspired by The Children's Act 2004, 'Every Child Matters' and should 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

In KS1&2, skills are learned through a planned life skills programme and are intrinsically motivated by a child centred curriculum. This is delivered through child initiated play and assessment in a structured learning environment, both outdoors and indoors, designed to promote independent learning.

In KS3, the pupils are provided with many opportunities to try out newly acquired skills in different environments as they build confidence and independence. The Bronze DofE and Sports Leaders Level 1 awards are key parts of the Y9 curriculum. Friday projects are geared towards teaching the important life skills that enable our pupils to access the curriculum and the world around them.

In KS4, the pupils are focused on preparing for transition and the next stage in their lives by building resilience. This is achieved through an enhanced life skills programme which includes attending a Post 16 Provision each week, undertaking work experiences, completing an ASDAN Award and undertaking travel training; thus extending their use of transferable skills. They are also encouraged to continue with DofE by progressing onto the Silver Award and also moving onto the Sports Leaders Level 2.

P.S.H.C.E. Curriculum Planning and Resources

The Stone Hill School P.S.H.C.E. Curriculum has been adapted from the PSHCE Toolkits, developed by *Kirklees County Council*.

Key Stages 1 and 2 base their scheme of work on the Primary Toolkit. Content is delivered under the headings of: Relationships, Citizenship, Health and Education, Drugs Education, Environment and Life Skills throughout each year.

In Key Stages 3 and 4, the toolkit contains in depth coverage across the subject, which is progressive through Years 7 to 11. Unit titles are: A Place to Learn, Safety Education, Relationships and Sexual Health, Resolving Conflict, Citizenship and Community Cohesion, Drugs Education, Careers and Economic Wellbeing.

These are reviewed by the P.S.H.C.E. Co-ordinator each year. The content is then adapted as necessary, to meet the needs of each class group and the individual pupils within them, to ensure that content is relevant and current.

The list is not exhaustive and lessons are often developed around current events that are affecting the pupils' lives or current affairs published in the media that require further exploration and clarification.

P.S.H.C.E. resources are updated regularly to reflect changes in society both locally and globally: for example, new street drug updates, Social Media, Stonewall, NSPCC, and Prevent.

Inclusion

We teach P.S.H.C.E. to all pupils, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of the pupils with learning difficulties. When teaching P.S.H.C.E., teachers take into account the nature and understanding of the children as well as the outcomes set for the pupils in their EHCPs and Short Term Outcomes documents.

Assessment for Learning

Our teachers assess the pupil's work in P.S.H.C.E. by making informal judgments', as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning statements from our PSHCE Assessment Grids. We have clear expectations of what the pupils will know and understand and be able to do at the end of each year.

Our teachers record the achievements of pupils in P.S.H.C.E. We report these achievements to parents and carers during annual review meetings and through school reports.

Mental Health and Emotional Wellbeing

Stone Hill puts children's rights at the heart of our provision in order to promote well being and develop every child's talents and abilities to their full potential. Stone Hill recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.

Stone Hill is committed to the promotion of emotional wellbeing amongst staff and students alike. The commitment to the protection and enhancement of emotional wellbeing of staff and students begins at first contact and continues throughout their journey through school.

Stone Hill is committed to providing staff with up-to-date training, supporting and encouraging their continued professional development (CPD), and to equipping them with the skills and knowledge to continue their existing good practice in the promotion of emotional wellbeing throughout the school.

Any concerns regarding a pupil's emotional wellbeing will be referred to the Senior Leadership Team.

Support is also available for staff through the Senior Leadership Team.