



**Reynolds Cross Vision:**

*To be the best of the best; to be a place where "Every Individual" really does matter, to maximise independent learning and enjoyment in line with school aims; and to be a, positive, happy and fun learning environment with outstanding features.*

# Personal, Social and Health Education Policy

**Date adopted: 21<sup>st</sup> May 2019**

Signed: Charlotte Vale  
Chair of Governors

**Next Review date: May 2021**

Signed Jane Davenport  
Head Teacher

**Curriculum Coordinator: Dawn Brettell**  
**PSHE Coordinator: Sue Townsend**

## **Personal, Social & Health Education at Reynolds Cross (PSHE)**

PSHE aims to support and promote attitudes, practices and understanding conducive to good health, encourage the development of inter-personal skills, self-confidence and self-esteem, as well as help pupils become integrated members of society and good citizens, who cope with change around them and who have positive and constructive attitudes.

*“A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society.*

*In particular, citizenship education should foster pupils’ keen awareness of how the United Kingdom is governed and how its laws are made and upheld. It should also prepare pupils to take their place in society as responsible citizens.”*

(“The national curriculum in England” – July 2013, page 185)

PSHE as a subject in school is individually tailored to pupils’ needs, age, ability and level of maturity. Although the pupils may be of similar age range in each class, their needs vary enormously. Hence, the compilation of individual programmes requires professional judgement and sensitivity to be exercised by class teachers. Specific targets are agreed for individual “Personal Learning Plans” (discussed with parents and staff and also taking account the pupil’s Education, Health Care Plan) are reported termly to parents.

### **The PSHE Curriculum**

The school aims to enrich all areas of pupils’ learning by making appropriate links with other curriculum areas.

It is recognised that a large portion of PSHE is taught as part of daily routines throughout the school day as this is a vital part of developing pupils’ independence skills.

The following key aspects form the basis of our PSHE teaching throughout school:

- Development of social skills appropriate to different environments
- Relationships and sex education
- Keeping safe
  - Domestic safety
  - Environmental aspects of health education (road sense and personal safety)
  - Online safety
- Healthy Living
  - Diet and Nutrition
  - Active Lifestyles / Exercise
  - Mental Health / Emotional Well-being
  - Personal Care /Hygiene
  - Substance use and abuse
- Story Moral Values
  - Integrity
  - Honesty
  - Equality (a full version of the Reynolds Cross Single Equality Policy and Plan is available to view on request and is also available on the school website).

### **Planning for PSHE**

PSHE is taught by members of staff under the direction of class teachers. The above programmes constitute an integral part of the school curriculum. If certain aspects would be

more appropriately taught in small groups or in 1:1 situations than through whole class teaching sessions, then this is facilitated.

All elements of PSHE should be introduced to the pupils in a way suitable for their age, level of understanding and maturity. Progression in learning involves developing and expanding these topics at regular intervals throughout the pupil's school career. Consideration needs to be given for differentiation and group work and therefore the proportion of time dedicated to PSHE is dependent on the needs of pupils in each particular class.

Planning across each Key Stage makes close reference to cross-curricular links where generalisation of skills and targets can be the focus of lessons. (Long term plans for PSHE across each Key Stage can be found on the School's website).

Pupils within the Nursery and Reception year groups follow planning that is integral to the Early Years Foundation Stage (EYFS) with Personal, Social and Emotional Development being one of the 3 "Prime Areas"; Opportunities for children to develop their social interaction skills, are incorporated throughout the curriculum. Children gain independence and self-help skills through class activities and everyday routines such as dressing and hand washing. They are encouraged to explore and recognise different emotions as well as developing appropriate ways of expressing their own feelings.

Key Stage 1-4 (Y1 to Y10) pupils follow guidance from the National Curriculum and associated/supportive schemes of work to develop a wide range of PSHE skills. Some PSHE is taught as a discreet subject focussing on areas such as keeping safe, rules and friendship however the majority of PSHE is incorporated into everyday learning. This includes self-help skills, independence, taking responsibility and personal hygiene.

The 14-19 curriculum in the Foundation Learning stage has emphasis on preparing students for life after school. It encourages students to become as independent as possible and helps them develop into valued members of society. Students work towards ASDAN qualifications in Personal Progress Entry 1 and some also progress to Personal and Social Development and Employability at Entry 2 level.

To support our planning we work with and take advice from other health and education professionals within the community improving staff knowledge and education for pupils in the following areas:

- Living with others/social and inter-personal skills and helping others.
- Relationships and sex education.
- Keeping safe/substance use and misuse/environmental aspects of health education (road sense and domestic safety).
- Healthy living – promoting emotional health and well-being/food and nutrition.
- Personal hygiene.

### **Long Term Planning**

In addition to the website, the long term plan for PSHE can be found on the school's Shared drive: [ALLWORK/Curriculum/New curriculum/Long Term Map](#) which has been developed to ensure a breadth of curriculum coverage across the Key transition stages. This sets out the focus for each class/phase for each term.

### **Medium Term Planning**

In differentiating their teaching and learning opportunities for pupils, teachers may identify Learning Outcomes (refer to "Assessment") relevant to each individual pupil and any discrete topic plans will indicate an overview of the activities they will be providing and resources they will be using to support the specified learning opportunities and outcomes.

The MTP should also specify key vocabulary that will be reinforced during the course of the term. Once completed, the MTP should be saved to the appropriate planning folder on the network (Shared/All work/Planning) by the date identified on the annual calendar issued at the start of the school year. The PSHE medium term planning can be found on the shared drive: ALLWORK/Curriculum/New curriculum/Medium term planning.

### **Short Term Planning**

It is recognised that all of our pupils will have differing needs and abilities and planning for teaching and learning will reflect this across all classes.

Teachers may refer to the individual pupil's Personal Learning Plan or the PSHE Development Walls in order to identify differentiated individual Learning Objectives in order to plan for discrete PSHE sessions or cross-curricularly.

### **Outcomes & Assessment**

Across school we aim to focus our teaching on self-help and independence as this is an area we feel is vital for the needs of our pupils.

Achievement for our pupils is assessed against their individual targets developed from the PSHE outcomes and individual "Personal Learning Plans" (Refer to "Curriculum and Assessment Policy") and progress is measured compared to their starting points using the school's Performance Standards – The PSHE "Development Walls".

### **Monitoring**

The effectiveness of this policy will be monitored through scrutiny of planning, learning walks, lesson observations, work scrutiny, annual reports and analysis of information gathered from pupil progress. The policy will be evaluated through discussion amongst phase leaders and the PSHE and curriculum coordinator.

The PSHE Policy will be reviewed annually in the light of those discussions and will also take into account national and local policy. Information from the monitoring activities detailed in this policy will be reported to the Learning and Pupil Progress committee of the Governing Body.

### **Resources**

Resources are stored in a cupboard marked 'PSHE Resources' in the corridor near the speech therapy room, with some being stored in the school's resources room.

Information gathered from PSHE courses will be disseminated to staff by the co-ordinator.

### **References**

"Curriculum and Assessment Policy"

"The National Curriculum in England – July 2014" (Copy in DHT's office)

"Marking & Feedback Policy"

"PSHE Development Walls"

"Equal Opportunities Policy"