



The Willows School

## PHSE Policy

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An academy within:



“Learning together, to be the best we can be”

## 1. Policy Update

The policy will be reviewed regularly by the PfA coordinator and will next be updated in 2025 or if changes to the curriculum or organisation within the school, or new guidance from the Government determine that it should be sooner.

## 2. The national context for PSHE education

**At The Willows, PHSE, RSE, PSD, Careers and Citizenship are combined and are delivered as Preparing for Adulthood (PfA).**

Personal, Social and Health Education (PSHE) enables pupils to develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now & in the future.

At The Willows School, we follow good practice relating to PSHE as outlined in the National documentation:

The DfE guidance: Personal Social Health and Economic (PSHE) Education for schools Sept 2013 states:

“Personal, social, health and economic education is an important and necessary part of all pupils’ education. All schools should teach PSHE drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.” The guidance also states the PSHE curriculum should reflect the needs of the pupils, and that the DfE “expects schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.”

The school endeavours to “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, Relationship and Sexual Health Education (RSHE) and the importance of physical activity and diet for a healthy lifestyle.”

The DfE guidance: Personal Social Health and Economic (PSHE) Education for schools Sept 2013

In addition, in this school PSHE plays a key role in supporting the expectation both in the Education reform act of 1988, requiring schools to provide a broad and balanced curriculum and also of the new National Curriculum framework; they both state that, ‘every (state funded) school must offer a curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical/cultural development of pupils, and

- Prepares pupils for the opportunities, responsibilities and experiences of later/adult life.

If our school is a place of learning and our intention is to create independent young people it is essential that we provide the learning to enable our students to take gradual responsibility for these outcomes.

PSHE also helps our school to fulfil its responsibilities to progress pupils' good Spiritual, Moral, Social and Cultural development (SMSC) and to ensure pupils are properly safeguarded, supporting Ofsted requirements.

The provision of:

a comprehensive, developmental PSHE education programme, supported by a curriculum that provides opportunities for personal and social development set within a 'healthy school' that models supportive behaviours and offers opportunities for pupils to practice personal and social skills and make real life decisions about their lifestyle is central to our schools response to these requirements and we have published the outline of our PSHE curriculum on the school website as directed by the DfE in September 2013. This policy is in line with guidance from the DfE ([www.gov.uk/dfe](http://www.gov.uk/dfe)), the new national curriculum, as well as the Rotherham Healthy Schools Programme, of which the school is part.

### 3. The purpose and school context for PSHE education

The planned programme is designed to help pupils to deal with the difficult moral, social and health related issues that arise. PSHE and Citizenship helps pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school. In doing so we help their sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. We provide the experience of the process of democracy through the school council and experiences to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the pupils to:

- stay as healthy as possible;
- learn to keep themselves and others safe;
- develop effective & satisfying relationships ;
- learn to respect the differences between people;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;

- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.
- equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions

The school provides opportunities for children and young people to make decisions, to take part in activities that simulate adult choices and demonstrate their ability to take responsibility for their actions.

## 4. Curriculum organisation

Every aspect of PSHE, RSE, PSD, Careers and Citizenship is relevant to, if not an integral part of the whole school curriculum. Everyone in school has a part to play in the delivery of PSHE and Citizenship in the widest sense.

All pupils follow The Willows scheme of work developed using the PSHE association SEND resources.

Detailed learning objectives, teaching and learning activities and learning outcomes are outlined in the schemes of work.

The programme is a guide and other materials and resources can be used that are appropriate for the class group that is being taught. The Scheme of work is not a prescriptive document; it provides a basis to be able to devise a scheme of work that reflects the needs of a school community.

The responsibility for planning and delivering this area of the curriculum lies with the PSHE and Citizenship coordinator and the teaching staff. PSHE and Citizenship is taught by classroom teachers, supported by classroom assistants and external agencies e.g. school nurse, theatre groups, voluntary agencies etc. which enhance curriculum provision. The issues outlined in this policy arise in many areas of the curriculum, but the main focus is covered in discrete PSHE and Citizenship time.

PSHE & Citizenship is also developed through activities, assemblies, whole-school events and through work with pupils by the pupil support team.

Examples: the school council representatives from each class meet regularly to discuss relevant issues. Residential visits are offered where there is a focus on developing pupils' self-esteem & giving them opportunities to develop leadership & co-operative skills.

## 5. Teaching and Learning strategies

When teaching any aspect of PSHE and Citizenship, the approaches to teaching and learning and the methodology used are as important as the content. Skills, attitudes and behaviour will be developed more effectively if a variety of strategies are used. Active learning techniques enable learning to take place not only in the area of knowledge and understanding, but also in the areas of skill, attitudes and behaviour. Activities and opportunities to reflect on, process and evaluate their learning also need to be included.

Examples of teaching and learning approaches in PSHE and Citizenship include the use of circle time, role play and drama, pair and group work, use of fiction, external agencies and material from the media e.g. DVDs.

## 6. Role of the PSHE & Citizenship Co-ordinator

The PSHE & Citizenship Co-ordinator has a variety of roles including:

- leading the production of this policy & other curriculum documentation including the scheme of work
- ensuring continuity & progression throughout school
- supporting colleagues in their development of the plans and in the implementation of the scheme of work, in assessment and record keeping
- monitoring progress
- having an overview of the ordering & organising of resources and theatre in education for PSHE, PSD & Citizenship
- providing staff with information on developments, resources etc.

## 7. Resources

- The resources used to support this area of work:-
- are up to date in terms of factual content & graphics
- do not show unfair bias
- avoid racial, gender & sexual stereotyping
- are suitable for the age of the pupils
- conform to the legal requirements of the appropriate aspect of PSHE

The Schools Scheme of work developed through the PHSE Association refers to and uses a wide range of resources and these are constantly being reviewed and updated.

A list of resources in school is found on Teachers Shared / PSHE and Assessment / PSHE Resources / PSHE Inventory

## 8. Use of visitors

Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of personal experiences. These inputs should always be part of a planned developmental programme and the teacher should always be present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

The PSHE and Citizenship co-ordinator holds an overview of the visits and visitors being used to support the PSHE & Citizenship curriculum, but staff teaching the subject arrange the visits and visitors according to the needs of the pupils they are teaching.

## 9. Assessment, reporting and recording

Assessment is as central to PSHE & Citizenship as it is to learning in any other area, and should be planned for in the same way. Self-assessment has a role in PSHE & Citizenship particularly within those elements which relate to personal & social development. It is important, therefore, to provide opportunities throughout the planning and delivery of PSHE & Citizenship for pupils to be involved in reflecting on their strengths, their needs, their learning & their development.

Summative assessment, of what has been learned, may be applied at the end of a lesson, unit of work or of a topic. Formative assessment, which is used to inform future teaching and learning, should be taking place throughout PSHE & Citizenship and is the main form of assessment used within our scheme. Pupils' levels of knowledge and their perceptions will vary greatly, and will not necessarily be ability related.

Assessment is carried out at the end of every term by the teacher who teaches that class for PSHE and Citizenship. The Schools assessment tool is used. There is assessment for K.S. 1, 2, 3 and 4. Pupils may be assessed using more than one K.S. depending on ability e.g. some of the Y11 pupils are on K.S. 2, 3 and 4.

Progress in PSHE & Citizenship will be reported to parents through the end of year report.

## 10. Review and Monitoring

The PSHE and citizenship co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHE and Citizenship, giving them information about current

developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator is also responsible for completing a S.E.F. for the subject (including an action plan) evaluating strengths and weaknesses and indicating areas for further improvement.

## 11. Professional development

Staff need to feel confident to deliver this aspect of the curriculum, and support will be offered through in-service training on specific issues (e.g. RSE, Drugs), regular updates to staff from the co-ordinator and with networking opportunities with other schools and co-ordinators. Training for those delivering this area of work is offered via Rotherham Healthy Schools Team, and staff will be given the opportunity to access it where appropriate.

## 12. Links to other policies

Other school policies contribute to the personal, social and emotional development of pupils:

- Drug Education
- Food and Drink
- Child Protection
- Anti-Bullying
- Equality