

Beech Lodge School

Personal, Social, Health and Economic Wellbeing (PSHE) and Citizenship Policy

1. Introduction

This policy has been produced in response to the National Curriculum Framework for PSHE and Citizenship. PSHE stands for Personal, Social and Health Education. Personal and social development is the outcome of PSHE; schools are required to promote the personal and social development of their pupils. At Beech Lodge School, we provide a coherent whole-school approach to personal, social, health and economic well-being (PSHE). This is achieved through a combination of:

- explicit teaching of PSHE and Citizenship lessons
- teaching PSHE and citizenship through and in other subjects/curriculum areas or events
- incidental learning and explanatory commentary from staff
- modelling of behaviour (e.g. by older pupils and staff)
- the school's Fagus initiative.

Our approach to PSHE supports all five outcomes of the Every Child Matters agenda and provides a context for school to fulfil our responsibilities to:

- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education;
- promote community cohesion;
- achieve the aims of the whole curriculum.

Through our approach to PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of: Honesty; Kindness; Trust; Responsibility; Friendship; Self-awareness; Self-control; Awareness and understanding of others; Empathy; Respect; Tolerance.

Due to the diverse nature of PSHE and Citizenship this policy should be read in conjunction with the schools policies on Behaviour, Drugs Education, Sex Education, Health and Safety, Child Protection, Inclusion, Bullying, RE, school trips and P.E.

2. Aims

Through PSHE we aim to enable pupils to achieve our three central, pupil-generated school values:

- To respect ourselves
- To respect others
- To respect the environment

More specifically we aim to:

- give pupils the knowledge and develop the self-awareness, self-control and self-esteem to make healthy, informed choices and decisions;

- encourage and support the development of social skills and social awareness, including awareness and understanding of others, moral development and ways to respond to peer pressure;
- enable pupils to make sense of their own personal and social experiences;
- promote responsible attitudes towards the maintenance of good physical and mental health, supported by having a caring attitude towards oneself and maintaining a safe and healthy lifestyle;
- enable effective interpersonal relationships and develop a caring attitude towards others;
- encourage a caring attitude towards and responsibility for the environment;
- help our pupils understand and manage their feelings (coping);
- understand how society works and the rights and responsibilities involved;
- support emotional and social development through the Fagus initiative.

To achieve these aims, we will endeavour to ensure that the curriculum (as outlined in Section 1 of the Education Reform Act):

- is balanced and broadly based;
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- prepares pupils for the opportunities, responsibilities and experiences of adult life;
- provides opportunities for all children to learn and to achieve. The means by which this is achieved is through Personal, Social, Health and Citizenship Education.

3. PSHE lessons

Our pupils access a three year rolling programme which encourages social interaction, social development and personal growth. They take part in lessons which focus on understanding themselves as human beings, individuals and part of a wider society. Pupils are taught to understand rights and responsibilities in a variety of situations. They also access lessons which are associated to different topics within the remit of PSHE.

In addition, the pupils access lessons on Preventing Extremism, Internet Safety, Sexual Relationship Education (SRE), Drug awareness, Money Matters and personal well-being.

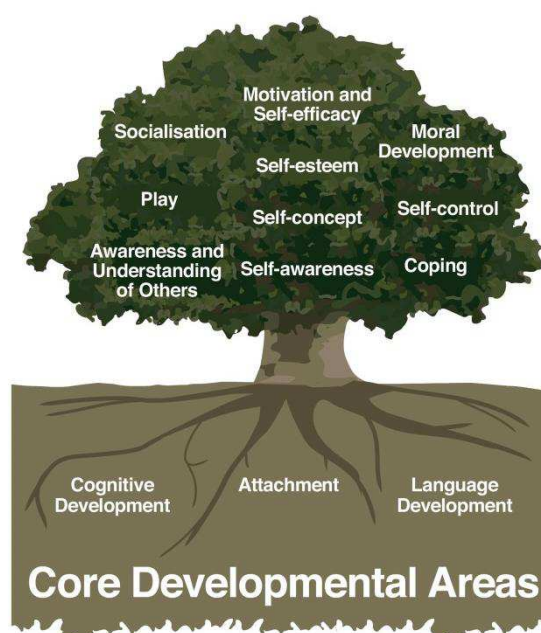
4. Fagus

The Beech Lodge School Fagus initiative is embedded within our whole-school approach to PSHE. Fagus provides a developmentally sequenced framework of typical behaviour which clarifies the understanding of a child's strengths and difficulties across social and emotional functioning, and supports goal setting towards a better future. It allows school staff to monitor social and emotional progress in a similar way to academic progress.

Fagus aims to:

1. Improve knowledge and understanding in school relating to children's emotional and social development.
2. Help teaching staff to apply this understanding to set developmentally appropriate goals for children in emotional and social domains.
3. Provide a framework to monitor emotional and social development

The Fagus developmental domains/areas are:



Once staff have gained adequate experience and understanding of a pupil, they use discussions, observations and/or the child's Fagus developmental profile to identify their key area of need. The Fagus materials are used to understand their current point development, set goals in emotional and social domains and implement relevant plans/strategies/interventions. In order to achieve Fagus goals, relevant content may be taught explicitly in PSHE lessons. Where appropriate pupils and/or parents may be involved in the goal setting process.

4. Roles and Responsibilities

All members of the school community, including children, need to be involved in the development of the school's PSHE & Citizenship curriculum. All teaching staff (teachers and teaching assistants) are expected to participate in the Fagus process, including setting goals, implementing plans and reviewing progress. The lead for PSHE is the Headteacher Lucy Barnes.

5. Pupil Entitlement

Personal, Social, Health and Economic (PSHE) education aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHE education covers are central to young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning; and personal finance.

6. Implementation

All teachers will be involved in the teaching of PSHE and Citizenship which will be done through discrete lessons or in a thematic way across the Key Stages.

Social Development and Citizenship will be taught:-

- Through separately timetabled time for PSHE and Citizenship
- In group speech and Language sessions
- Through Pastoral support
- Through daily interactions with the pupils

Beech Lodge is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential

- In combination with other subjects
- Provision for P.S.H.E. and Citizenship will also be provided during Review of the week, Extra Curricular Activities, visits, visitors, playtimes and special events in the school.

All teaching staff are expected to participate in the Fagus process, including setting goals, implementing plans and reviewing progress.

7. Planning

It is the PSHE coordinator's role to develop schemes of work and disseminate to appropriate staff. Staff responsible for delivering PSHE will adapt plans according to the individuality of the groups being taught.

Class teachers and teaching assistants are responsible for developing Fagus goals and plans for pupils in their class. It is expected that pupils will have 2-3 Fagus goals at any one time.

8. Assessment

There are no statutory requirements for end of key stage teacher assessment in PSHE and Citizenship. Teachers assess the children's work in PSHE and Citizenship by making informal judgements as they observe them during lessons, gauged against the specific key stage statements provided in the PSHE and Citizenship framework. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage, as outlined in the National Curriculum Guidelines. Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. This assessment should not be judgemental.

9. Tracking social and emotional progress

Using the Fagus materials, staff can track pupils' emotional and social progress over time. This can be done by:

- Reviewing goal attainment data
- Updating pupils' developmental profiles

Pupils will receive a Fagus review as part of their annual report detailing their Fagus goals and attainment data.

Goal attainment data is available at an individual and whole-school level.

10. Inclusion

Every effort will be made by all teachers to include all children in every lesson regardless of ability, responding to pupils' diverse needs and setting suitable challenges. Teachers should use a variety of techniques to include less able and gifted and able children. Teachers will make every effort to try to adapt each lesson to include children with all the different learning styles. (See Inclusion Policy).

When planning lessons teachers will be mindful of topics likely to trigger emotional reactions for our pupils (e.g. family trees for adopted pupils, sex education for pupils who have experienced sexual abuse, online safety for pupils who have experienced grooming). Pupils will not be automatically removed from these lessons; staff will work with the pupil and their parents to appropriately

prepare them for the lesson (e.g. preteaching some of the content) or arrange alternative teaching arrangements to cover the topic (e.g. working 1:1 with key worker). In some circumstances the PSHE Lead may decide that it is not appropriate for a pupil to cover a certain topic at this time; in such instances an action plan should be made outlining when/how they might be able to access the topic.

11. Teaching Strategies and Methodologies

A balanced range of teaching strategies is needed to provide for the effective delivery of PSHE for all children. The scheme of work emphasises active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and to learn from each other.

12. ICT

Opportunities to access ICT should be readily available. Pupils should take part in activities which alert them to the dangers of cyber bullying and how they should deal with it (see ICT policy).

13. Cross Curricular Links

Subjects such as English, History, Geography and RE provide opportunities for children to:

use role play and drama activities to ensure equality of access to a diverse range of language and literature.

- see the diversity of human experience and understand more about themselves as individuals and members of society.
- understand that people involved in the same historical event had different experiences and views and develop a variety of different stories versions and interpretations.
- challenge stereotypical views of countries and understand that all economic development takes place within a global context.
- focus on common elements, concerns and values in human experience and religious traditions, while appreciating the distinctiveness and integrity of individual faiths.

Other subject areas provide a context for children to work cooperatively in a variety of different groups, to value and respect the views of others. All subjects can ensure that resources provide a balance of examples of role models from diverse cultural backgrounds that the past and present are reflected accurately, and that global links through electronic and other forms of communication are made.

14. Resources

Resources are readily available. New resources can be purchased according to needs and will be monitored to keep up to date with current, relevant material.

15. Health and Safety

The school Health and Safety Policy will be followed where appropriate for the Health and Safety of our children.

16. Review

This policy will be monitored and evaluated by the Subject Leader in consultation with all staff on a regular basis.

Policy Date: June 2016

Review Date: June 2017

