

# White Court School



## Personal, Social and Health Education Policy

Revised February 2019

## **PSHE**

At White Court School, we support pupils' spiritual, moral, social, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. They are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.

P.S.H.E is a planned, developmental programme of learning through which our children acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of our whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It builds their confidence, resilience and self-esteem, enabling them to identify and manage risk guiding them to make informed choices and understand what influences their decisions.

It equips our pupils to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions and positive learning choices. It enables them to recognise, accept and shape their identity, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others, will help our children form and maintain good relationships and better enjoy and manage their lives.

## **Aims**

At White Court School, our aim is to provide pupils with:

- Accurate, balanced and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and, if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

## Concepts developed through P.S.H.E

We want to enable our pupils to develop and enrich their understanding of the concepts below. They will have the opportunities to explore their attributes, values and beliefs about them and to develop the skills, language and strategies to manage these issues should they encounter them in their lives.

1. **Identity** – personal qualities, attributes, skills, attitudes, achievements and what influences these; understanding and maintaining boundaries around personal privacy, including online.
2. **Relationships** – different types and in different settings, including online.
3. A **healthy** (physically, emotionally and socially) **balanced lifestyle** (relationships, exercise, rest, life choices, spending, saving).
4. **Risk** (identification, assessment and how to manage risk, rather than to simply avoid it) and **safety** (behaviour and strategies to use in different settings, including online).
5. **Diversity** and **equality**.
6. **Rights, responsibilities** and **consent**.
7. **Change** and **resilience**.
8. **Power** (how it is used in a variety of contexts, how it manifests through behaviours including bullying, persuasion, and coercion and how it can be challenged or managed).
9. **Career** (employability, enterprise and economic understanding).

## Teaching P.H.S.E Curriculum

The types of lessons taught will be flexible according to the pupils' development, readiness and needs, and taking account of prior learning, experience and understanding. They will follow the PSHE programme of study which are based on three core themes; Health and Wellbeing, Relationships and Living in the Wider World. Teachers will plan together following the outlined guidance for each Year Group. The guidance aims to consolidate and develop existing knowledge, skills and understanding.

- Explicitly teach about an issue: the lessons offer factual information
- Explicitly teach how to manage an issue: the lessons that develop the strategies, language and skills pupils will need to manage the situations or 'moments' in which they encounter an issue
- Underpin the topic-specific learning: relevant learning that provides the foundation for new explicit learning.

## **Provision**

White Court School aims to provide a whole school approach to P.S.H.E. A variety of methods are used, which include the following, as applicable to year group and child:

- ◆ Discrete curriculum time
- ◆ Teaching through cross-curricular areas
- ◆ Assembly themes during collective worship
- ◆ Theatre group visits
- ◆ Activities and events, both within school and the wider community
- ◆ Involving children in the decision-making process when appropriate
- ◆ Undertaking identified themes as part of our Enhanced Healthy Schools Award
- ◆ Educational visits, e.g. places of worship, museums, environmental centres
- ◆ Parents events in each year group
- ◆ Residential Trips
- ◆ Links with local businesses
- ◆ Fundraising for charities
- ◆ Visitors from outside agencies.
- ◆ Weekly Celebration Assemblies
- ◆ Child of the Week
- ◆ School Pupil Task Force
- ◆ Sport Active Club
- ◆ Play Leaders
- ◆ School Values

## **Parental and Community Involvement**

Working with parents is a vital part of the whole school approach to P.S.H.E and Citizenship. Parents are invited to join regular events in school and are consulted through informal discussions, Parents' Evenings, and are invited to complete an annual survey facilitated by

governors. Within the school's prospectus/website parents are made aware of the school's approach to P.S.H.E. and Citizenship.

Children are consulted through assembly times, circle time, Pupil Task Force, year group and class discussions. Links are made with a variety of outside agencies, including the Parish Council, Braintree District Council, School Cluster Groups, Primary / Secondary School links, local Churches and businesses.

At White Court we believe that the partnership with parents and the community enables us to receive support and information to plan the best possible P.S.H.E and Citizenship curriculum for our children.

### **Inclusion and Equal Opportunities**

We teach P.S.H.E to all children, whatever their ability. All children are provided with equal access to the P.S.H.E curriculum. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Pupils on the Special Educational Needs register, including those with EHCP's and One Plans along with targeted pupils may have specific P.S.H.E related targets.

### **Assessment**

At White Court School we believe it is important for pupils to have opportunities to reflect on their own learning, as this raises awareness of their development and the value of their learning. The skills and attributes identified in P.S.H.E are the hardest aspect of learning to assess. It is difficult for us as teachers to decide whether a child feels more confident, or has a firmer sense of their own belief and opinions than they did before. Personal reflection in P.S.H.E. lessons is essential, so we ensure pupils have time and space within the lesson to reflect on this, either privately or through discussion. Assessment for P.S.H.E. will be a combination of teacher assessment, pupil self-assessment and peer assessment.

When pupils are working below the expected outcome within P.S.H.E, differentiated activities including classroom organisation, teaching materials and teaching styles are adapted enabling the child to learn more effectively.

Assessment is a planned part of the learning and teaching process and contributes to the motivation and self-esteem of pupils.

Assessment should:

- Actively involve pupils as partners in the assessment process
- Be inclusive
- Involve discussions with pupils about learning objectives and desired outcomes
- Provide opportunities to give and receive feedback on their progress and achievements
- Be ongoing, diagnostic and inform future learning and teaching.

Contributing to assessment:

- ◆ Pupils-self-assessment, developing pupils awareness of next steps in learning
- ◆ Observation and assessment by teachers and teaching assistants
- ◆ Discussion with children and / or parents
- ◆ Discussion with Governors
- ◆ Discussion with the wider school community

### **Monitoring and Review**

Monitoring of the standards of children's work and the quality of teaching in P.S.H.E is the responsibility of the subject leader. As well as supporting colleagues in the teaching of P.S.H.E, informing them of current developments in the subject, and providing a strategic lead and direction.

### **Approaches to Sensitive and Confidential Issues**

We aim to create a safe and supportive environment in which children feel their views are respected. A suitable climate is created that allows and encourages pupils to participate and to express their views and feelings.

### **Child Protection - See policy**

Teachers need to be aware that effective P.S.H.E. and citizenship education can lead to disclosure of child protection issues.

## **Professional Confidentiality**

A member of staff must never guarantee confidentiality to a pupil, nor should they agree with a pupil to keep a secret, as where there is a child protection concern this must be reported to the designated Child Protection Co-ordinators: **Mrs Diane Deans, Mr Russell Pryke, Mrs Emma Brewster, Mrs Sara Shambrook or Mrs Rose Hounsell** and may require further investigation.

## **Whole School Approach**

White Court School is a 'Bucket Filling' school! We use this approach across both Key Stages and link it to the Zones of Regulation, the Golden Rules and our White Court ethos; Welcoming, Hardworking, Independent, Talented, Enthusiastic, Caring, Outstanding, Unique, Respectful and Trustworthy. We are also part of 'Healthy Schools.'

**At White Court School we want our pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging.**

**Policy ratified at the Full Governing Body Meeting Spring Term 2019**

**Policy due for review Spring Term 2022.**