



DURANTS SCHOOL – POLICY DOCUMENT

Personal, Social, Health, Economic Education and Citizenship (PSHEE&C)

March 2020

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Durants – CURRICULUM POLICY DOCUMENT

Personal, Social, Health, Economic Education and Citizenship (PSHEE&C)

This policy refers to and should be read in conjunction with:

- ◆ ***Planning, teaching and assessing the curriculum for pupils with learning difficulties - Personal, social, health and economic education and citizenship - QCA***
- ◆ ***The National Curriculum Key Stages KS3-5***
- ◆ ***Equal Opportunities Policy***
- ◆ ***Keeping Children Safe in Education (KCSIE)***
- ◆ ***Guidelines / Programme of study KS 3-5 and ASC provisions***
- ◆ ***Out and about policy***
- ◆ ***Work related learning policy***
- ◆ ***Staying Safe including e-safety***
- ◆ ***National Healthy Schools standards***
- ◆ ***Relationship and Sex education (RSE)***

INTRODUCTION

Learning Personal, Social, Health and Economic Education and citizenship (PSHEE&C) helps pupils develop as individuals in a wider society, and enables them to become healthy, independent and responsible members of society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

At Durants, PSHEE&C offers all pupils opportunities to:

- Make choices and decisions.
- Develop personal autonomy by having a degree of responsibility and/or control over their lives (including jobs, economic welfare and money management), and be as independent as possible and become responsible members of the school and wider community.
- Be aware of self and his/her role in society.
- Develop self-confidence and self-esteem; regulate emotions; make informed choices regarding personal and social issues.
- Begin to know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues and possessions.
- Have respect for themselves, others and the environment.
- To be aware of and deal with risky/negative relationships including forms of bullying, abuse (sexual & other), and online safety.
- Develop good relationships with other members of the school and the wider community.
- For post-16 students to open bank accounts.
- To manage Transition

LEGAL REQUIREMENTS

All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for opportunities, responsibilities and experiences of later life.

The DFE has made it clear that schools should make provision for PSHE education, drawing on good practice (Section 2.5 NC framework).

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PSHEE&C remains central to the work of the Post 16 department although there is no legal requirement at this stage.

DEFINITION

The PSHEE&C programme of study is arranged into three core themes. They are:

1. Health and wellbeing
2. Relationships
3. Living in the Wider World

In each theme, it is suggested that content should be intended to start debate rather than being definitive and considered alongside schools' assessment of pupil need.

Relationship and Sex education (RSE) and drugs education require separate policies within the framework of the PSHEE&C policy.

HEALTHY SCHOOLS

In 2008 and 2011, Durants School gained National Healthy School Status (NHSS) which is a national programme aimed to encourage schools to adopt a holistic approach to promoting the health of their pupils, staff and community. The standards are audited annually and renewed on a five year cycle.

PRINCIPLES

"PSHE cannot be confined to specific timetabled time. A variety of forms of provision should be considered and used in combination at different times". **DFES PSHE Guidance 2000**

- PSHEE&C is cross curricular and elements can be found in most areas of the curriculum either through direct teaching (e.g. RE), or through such organizational approaches as circle time (turn taking, drama games), regular outings, out and about trips, community experience, careers work and integration, enterprise and college links.
- PSHE should address both pupils' direct experience and preparation for their future ensuring that learning is revisited, reinforced and extended in age/stage appropriate contexts, resources and activities.
- School and community events such as fund raising, sponsored events or visits to other institutions constitute a part of the Citizenship curriculum.
- Discrete PSHEE teaching takes place in the whole school. As a pupil moves through the school the time given to a timetable discrete PSHEE&C teaching will be increased. (See Procedures)
- Developing a PSHE programme which meets pupil need and which is tailored to local circumstances is vital.
- During personal care routines students will be treated with respect and regard for their dignity and privacy at all times.
- Promoting emotional well being is seen as an integral part of PSHEE&C work throughout the school.
- PSHEE&C across the school will be regularly monitored by the PSHEE Coordinators in each department.

PROCEDURES

Lower Department (KS3)

- Social and Emotional Development is seen as the area that underpins development in all other areas of the curriculum.

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- PSHEE&C in the lower department is both cross curricular and timetabled and taught as a discrete subject. Strong emphasis is placed on personal care routines, snack and drink times, and lunchtimes.
- The NC framework for PSHEE and the programme of study for citizenship is used where appropriate to students' needs, in addition to the Asdan syllabus– see guidelines for programme of study

Middle Department (KS4)

- PSHE&C is taught as a discrete subject in timetabled modules and cross curricular through other subjects. The NC framework for PSHEE and the programme of study for citizenship is used where appropriate to students' needs, in addition to the, Asdan syllabus, Transition Challenge and AQA PSHEE syllabus.
- Students learn about themselves as growing and changing individuals and as members of their communities. They become more self- aware and take more responsibilities for themselves and become more aware of the views, needs and rights of people of all ages. They are given opportunities to learn about the nature of friendships, including sexual relationships. Independence, especially in regards to self help skills and self esteem are encouraged and nurtured, as appropriate to individual pupils' needs.
- Be aware of their personal qualities, skills and achievements
- Learning to make informed choices, work within a team and develop flexibility and resilience as participants in local and wider community.
- Learning to deal with changing relationships.

Upper Department (Post-16)

- PSHEE&C is taught through the Upper Department Curriculum, which is split into three Areas of Learning (Sensory, Experiential, Independent) These areas incorporate AQA Units which reflect Preparing for Adulthood Outcomes. All pupils follow a 2 year rolling programme.
- Post 16, students use the knowledge, skills and understanding that they have gained in earlier key stages and their own experiences to take new and more adult roles in school and the wider community. They develop the self awareness and confidence needed for adult life, further learning and work, as appropriate to individual pupils' needs.

TEACCH methodology is used throughout the school and in all key stages to promote independence and develop functional daily living skills and work ethics.

PSHEE&C development is reported on annually as part of the annual review.

Pupils' progress is recorded using observations, home school books, photos or video and these are used to inform future planning.

RECORDING REPORTING AND ASSESSMENT

The procedures for assessment, recording and reporting will be in line with school practice for the whole curriculum. Procedures will take into account the statutory requirements and examples of good practice.

RESOURCES

It is the responsibility of the subject coordinators to consult with Department staff over the provision of resources for teaching PSHEE&C. Class teachers in their planning will need to identify which resources are required.

GOOD PRACTICE

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Good staff modelling is part of the ethos of Durants. PSHEE&C issues taught in this way include social behaviours, use of acceptable language, and respect for others, modeling acceptable attire, relationships, hygiene and respect for the environment.

Learning is increased and student self-esteem enhanced by positive reinforcement. Staff are specifically looking for good behaviours / good work efforts in students to praise and reward.

The school environment is welcoming, clean, tidy and safe. Toileting areas are adequately equipped (sanitary products are available for female students when needed) and spacious enough to meet the needs of young people with learning difficulties.

Students throughout the school should be given choices and the opportunity to make decisions for themselves.

Examples of this in action are:

- The use of Picture Exchange Communication System (PECS), Language Boards Makaton and TEACCH to develop real choice making and communication
- Leisure options in the Upper department.

Systems in place in the school which promote good practice are:

- The Individual Behaviour Plan system.
- PBS (Positive Behaviour Support)
- CPOMS (Our Safeguarding software)
- Restrictive Practice
- The Child Protection system.
- The IEP system.
- Close parental liaison with reference to cultural and religious sensitivity.

Pupils are enabled to communicate in a variety of ways through:

- Language
- Intensive Interaction
- Signing
- Symbols
- Objects of Reference
- P.E.C.S.
- Language boards