



The Hollies Pupil Referral Unit

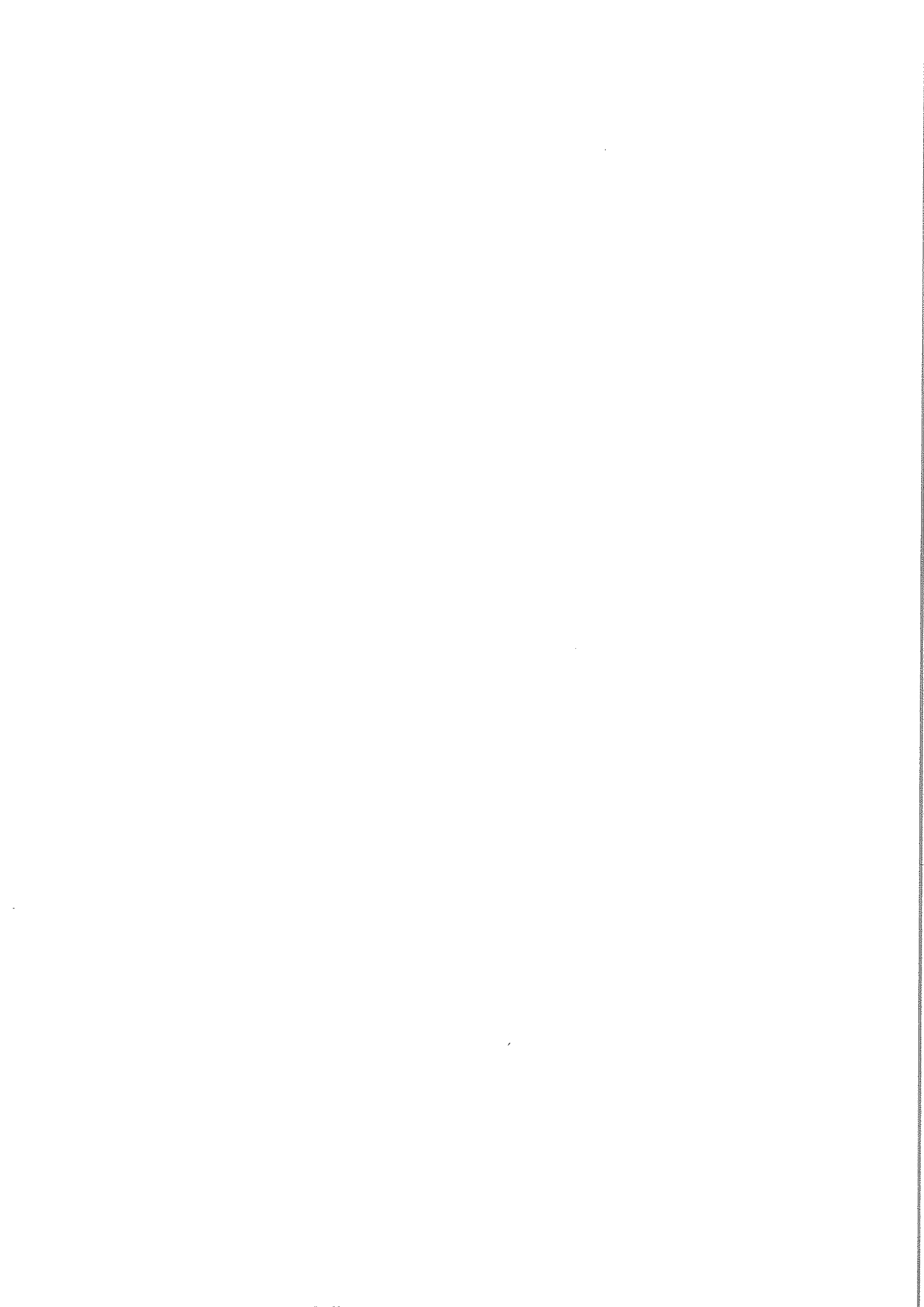
PSHEE Policy

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Review Date: Nov 2017

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This policy has been informed by:

- The National Curriculum Programme of Study for Personal, Social, Health and Economic Education, QCA 2007 <http://curriculum.qca.org.uk/>
- The Big Picture Of The Curriculum, QCA 2008
- PSHE at Key Stages 1-4: guidance on assessment, recording and reporting. QCA 2005. www.qca.org.uk/pshe
- Citizenship; a scheme of work for Key Stages 3 and 4, QCA 2002
- Introduction to the National Healthy Schools Programme – NHSP, 2007 www.healthyschools.gov.uk
- Secondary National Strategy for school improvement: Social and Emotional Aspects of Learning for secondary schools – SEAL, DfES 2007 www.teachernet.gov.uk/SEAL

Our aims;

At The Hollies, we aim to help our pupils to achieve their potential and experience success through an educational environment which responds to individual need and stimulates and challenges every pupil.

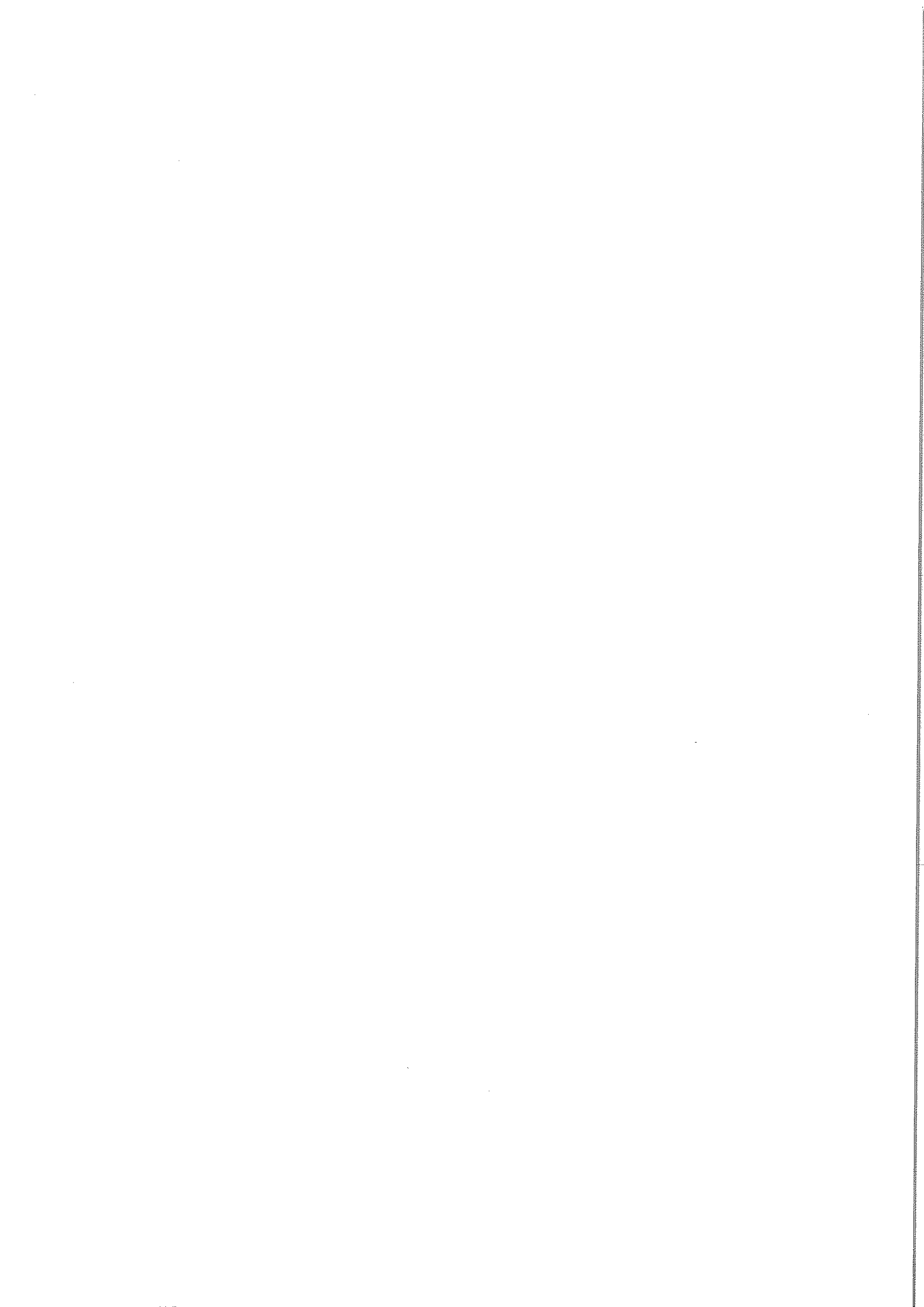
In order to achieve this, we aim to:

- provide a well ordered, safe and calm environment,
- stimulate and encourage excellent teaching and learning
- recognise, develop and reward all our pupils' achievements
- ensure that all our pupils can learn and improve by establishing structures, systems and rules that enable them to do so, and
- encourage respect and care for each other.

At The Hollies, Personal, Social, Health and Economic Education (PSHEE) and Citizenship contribute to achievement of the curriculum aims for all young people to become;

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

At The Hollies, we believe the principles of PSHEE and Citizenship are best delivered as a combined programme.



The PSHEE element is described in two interrelated programmes of study for both Key Stages 3 and 4: (a) personal wellbeing, and (b) economic wellbeing and financial capability. (Appendix 1)

- (a) Personal wellbeing draws together personal, social and health education, (PSHE) including sex education (SRE) and the social and emotional aspects of learning (SEAL).
- (b) 'Economic Wellbeing' draws together economic understanding, careers education (CEG), enterprise, financial capability, work-related learning (WRL) and the social and emotional aspects of learning (SEAL).

PSHE at The Hollies also places its emphasis on personal development, the acquisition of Personal, Learning and Thinking Skills (PLTS), in reflecting the ECM outcomes such as Making a Positive Contribution and in cross-curricular dimensions such as Healthy Lifestyles, Staying Safe, Enjoying and Achieving and identity and cultural diversity.

Additionally, the Citizenship element is described from our Citizenship Education policy and programmes of study.

Therefore, the delivery of PSHEE and Citizenship makes a major contribution towards our statutory responsibilities to;

- promote children and young people's wellbeing
- achieve the whole curriculum aims
- promote active citizenship and community cohesion
- provide careers education (CEG) and sex education (SRE).

Rationale for PSHEE

Personal wellbeing helps young people embrace change, feel positive about themselves and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

As students learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities.

As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

The world is full of complex and sometimes conflicting values. Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes.

We aim to enable our pupils to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development.

Education for economic wellbeing and financial capability aims to equip our pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work.

Through their learning and experiences inside and outside school, our pupils begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity.

We aim to enable our pupils to develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for economic wellbeing and financial capability improves motivation and progression by helping pupils see the relevance between what they learn, and the impact on their future lives.

At The Hollies, we aim to expand pupils' horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice.

Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions.

Also, through effective information, advice and guidance (IAG), we aim to help our pupils to be aware of changing career opportunities and develop the knowledge, skills and personal development to make informed decisions about which learning programmes to engage in.

Our pupils learn to be enterprising through various activities based at The Hollies. For example; During CoPE lessons, pupils have prepared for, and managed a coffee morning, an end of term BBQ for parents, and have built a chicken coop, bird boxes and CD racks for sale.

Also, at The Hollies, we aim to enable our pupils to develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

The PSHEE / Citizenship Curriculum

1. Provision

PSHEE is not confined to specific timetabled time.

At The Hollies, PSHEE and Citizenship are delivered within a whole school and combined approach, which includes;

- discrete curriculum time delivered by, for example, a specialist team, outside speaker(s), teachers, other staff
- during KS3 & 4 tutorials
- during 'Personal Trainer' sessions,
- teaching PSHE / Citizenship through, and in, other subjects/curriculum areas , for example, P.E. & Outdoor Activities, Skill Building,
- through PSHE / Citizenship whole school and extended timetable activities, for example, Assemblies, Code of Conduct, School Council, Breakfast Club, After School Clubs

- PRU based mini enterprise, CEG, WRL, Alternative Providers
- through involvement in the wider community, for example Sports Leader's Award, community gardening projects
- through pastoral care, school nurse, health and hygiene
- through effective Information, Advice and Guidance (IAG)

Additionally, our PSHEE / Citizenship curriculum is extended, strengthened and underpinned by the principles which contribute towards the framework that supports learning the social and emotional skills that are identified in SEAL.

2. Teaching and Learning

Good teaching relies on using appropriate methods for the aim of the lesson or unit of work.

All teachers are encouraged to develop a repertoire of flexible, active learning methods which allow students to explore issues through school and community involvement and in a way that is challenging and relevant to their lives. Effective teaching and learning approaches used at The Hollies include;

- climate building and ground rules
- agenda setting
- working together
- information gathering and sharing
- problem solving
- understanding another point of view
- working with feelings and imagination
- reflection, review and evaluation
- Skill Building
- School Council
- use of theatre in education
- discussion and debate.

Assessment, Recording and Reporting

In PSHEE / Citizenship there are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety.
- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships.

We aim to improve learning by providing effective feedback to students, actively involving students in their own learning and adjusting teaching to take account of barriers to learning, for example emotional and behavioural needs.

We recognising the profound influence assessment, recognition and praise have on motivation and self-esteem. Positive motivation and self-esteem are both crucial influences on learning and on a pupils' ability to assess their progress and understand how to improve.

Teachers are encouraged to collect evidence of learning to make a judgement about pupils' progress. This evidence might include:

- draw and write a concept
- mind-mapping
- display of a community project
- observation of a group discussion or board game
- photographs
- web page or blog
- role play
- letters, emails or press releases
- silent debate - where students write down their arguments/opinions
- written evidence and extended writing.

Portfolios of pupils' work will provide evidence from which written termly reports to parents are written relating to strengths and areas for development in PSHE education for each student in Years 7-11.

As a majority of our pupils have emotional and behavioural difficulties, assessment in PSHE education does not imply that students are failing as citizens. It is not a judgement on their worth, personality or value of an individual student or their family.

Inclusion

The guidance contained in this policy creates an entitlement for all pupils attending The Hollies. It also represents a reference point to support the use of outside speakers and visitors.

This policy has given careful consideration to the six equality strands, race, ethnicity, gender, age, religion, disability and sexuality.

This ensures that PSHE education is provided for in a sensitive and non-judgemental way that will enable all our pupils, staff and the wider school community to feel valued and included in effective policy and practices.

Parents are invited, and welcome to give feedback on any aspects of their child's PSHEE / Citizenship programme to the Senior Management Team.

Parents are kept informed of any events and developments through The Hollies Newsletter and The Hollies Herald and at PSP review meetings.

Their views are actively sought in response to the Newsletter and at PSP review meetings.

Answering Difficult Questions

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed

later. The Hollies believes that individual teachers must use their skill and discretion in these situations. (See Confidentiality below).

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning through the delivery of the PSHEE / Citizenship curriculum.

Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting.

Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, drug use and abuse, crime, physical and medical issues, financial issues, bullying and bereavement.

Teachers will seek to establish a classroom climate in which all students are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a student for help. Staff make this clear to students.

Child protection and Safeguarding procedures are strictly followed when any disclosures are made.

At The Hollies, we have robust confidentiality protocols and procedures in place that all staff are aware of.

At The Hollies, an underlying principle in supporting our pupils is that all students are listened to sensitively and objectively.

Use of Community Based Agencies

Outside agencies and speakers will regularly contribute towards our PSHEE / Citizenship lessons and as points of referral as support services for pupils.

The school actively co-operates with other agencies appropriate to student needs such as theatre groups, the Police, the Fire Service, the Local Authority PSHEE / Citizenship team, Health and Teenage Pregnancy to enhance the quality of its PSHEE / Citizenship provision.

Visitors who support the school will also be informed of the values held within this policy. The school will work in partnership with them and jointly plan their input to PSHEE / Citizenship lessons.

At The Hollies we involve the following organisations in our PSHEE / Citizenship programme:

- Police
- Fire Service
- NHS School Nurse
- NHS Teenage Pregnancy
- Goose Theatre
- SAAAB
- T3 Substance Awareness Team
- Duke of Edinburgh Assessors
- Local football clubs
- Youth Offending Team
- St. John's Ambulance

Resources, key personnel, roles and responsibilities

The head teacher ensures that adequate resources are made for the provision of PSHEE / Citizenship and that the school conforms to national and local standards.

The Senior Management Team have responsibility for;

- The management and coordination of PSHEE / Citizenship curriculum.
- Production and updating of the PSHEE / Citizenship policy.
- Identifying in-service training needs for all staff delivering PSHEE / Citizenship.
- Purchasing new resources and ensuring teaching materials and information is current.
- Liaising and networking with Staffordshire Local Authority PSHE & Citizenship advisory teams.
- Identifying the specific needs of individual pupils and ensuring issues are addressed.

National Healthy Schools

At time of writing, The Hollies has The National Healthy Schools status.

We recognise the National Healthy Schools Programme as an effective vehicle to promote PSHE education which offers an integrated whole school approach, set alongside nationally agreed criteria, looking at health and wellbeing issues in their wider sense.

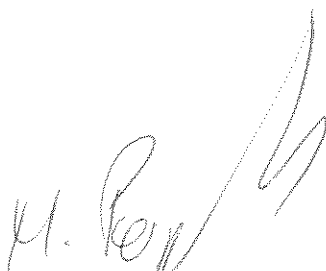
We are working with local partners, agencies, theatre in education companies, LA Advisers and Consultants to ensure appropriate provision in the key areas of PSHE, including SRE and Drug Education, Healthy Eating, Physical Activity and Emotional Health and Wellbeing.

This policy will be reviewed annually by members of the Management Committee, Senior Management Team, and in collaboration with those members of staff, who regularly teach PSHEE and Citizenship.


The policy review contributes to the School Improvement Plan.

Further evaluation of the principles and definitions of this policy will be discussed at School Council as we value input from our pupils.

Parents are invited and welcome to give feedback on any aspects of their child's PSHEE / Citizenship programme to the Senior Management Team and their views are sought through PSP review meetings and the Newsletter.

Signed  Date 30/01/2017

Chair of Management Committee

Signed  Date 30/01/2017

Headteacher

