



supporting YOUR future

Arbour House

PSHE Policy

Review Date: November 2017

The purpose of this document is to be an umbrella policy for Personal, Social, Health Education and Citizenship (PSHE). Other separate school policies should also be referred to, in particular sex and relationship education, anti-bullying, behaviour and discipline and equal opportunities.

Principle

PSHE is embedded within the ethos of the school and is reflected in the general vision/mission statement of the school. Fundamentally, this is concerned with the exploration of values and attitudes, with the development of skills, and with the acquisition of relevant knowledge and understanding. This should enable every child to lead confident, healthy, responsible lives as individuals and contributing members of society.

PSHE aims to enable pupils to:

- value others and feel valued
- respect others and be respected
- be independent and interdependent
- behave responsibly
- have a concern for justice and uphold the rights of others
- understand the consequences of their actions
- treat others the way they would like to be treated.

PSHE gives pupils opportunities to reflect on their experiences and understand how they are developing personally and socially, encompassing many of the spiritual, moral, social and cultural issues in their lives and that of others in society, thus allowing them to build meaningful relationships. It also promotes well-being and self-esteem enabling children to take responsibility for their learning and future life choices.

PSHE is the joint responsibility of the individual, the family, the school and the wider community. Through our PSHE programme, children are encouraged to show respect for our common humanity, diversity and the differences between people.

PSHE in the school curriculum

At Arbour House we use Life-Centred Education. This structured programme provides many opportunities to promote pupils' personal and social development through the curriculum, including:

- Daily living skills
- Self Determination and Interpersonal skills
- Employment skills
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Outside of the main curriculum the following add value to PSHE within the wider school context:

- Core subjects
- Assemblies
- Emotional Literacy
- Cross-curricular projects
- Invited visitors
- Mentoring
- Buddying
- Educational visits and school trips
- Mini enterprise schemes

Success criteria for PSHE

- Pupils gain excellent living skills to equip them for adulthood.
- Personal development enable pupils to gain confidence and resilience to enable them to access the wider community and educational environment.
- Pupils show mutual respect to each other and the adults around them both in school and within the community

Quality of teaching in PSHE

- Each pupil will have their own bespoke programme for each aspect of life-centred education. Teachers will plan from this programme ensuring that teaching assistants have the appropriate plans and resources in advance of the lesson.
- ELSA teaching assistants will deliver emotional literacy support to pupils on a daily basis using the SEAL lesson plans and resources.
- At the start of lessons, learning objectives will be made clear and there will be frequent checks on understanding through review. Lessons will conclude with a plenary covering what has been learnt but also leaving students with a positive view of the subject matter.

Confidentiality

Relationships between staff and pupils are central to the ethos of our partnership. It is important that appropriate ground rules are established for PHSE work and that staff and pupils are aware that any discussions during PHSE should not be repeated outside of the classroom. However, if a member of staff becomes worried about a child's health, state of mind or safety as a result of comments during PHSE the concerns should be shared with the Headteacher or Executive Headteacher.

Monitoring and Evaluation

The Senior Leadership Team will regularly review the PSHE curriculum throughout the school, via the monitoring cycle. This will include:-

- monitoring and analysing planning and teaching and learning;
- completing scrutinies of work and marking;
- observing lessons/classrooms;
- completing learning walks;
- speaking to pupils;
- analysing pupil and parent feedback;
- regular discussions with staff.