



Policy Number:	CU20	Originator:	Louise Davey
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1. Aims

The Personal, Social, Health, Education curriculum aims to:

- Develop an awareness of self, enhance self-esteem and self-respect through the development of personal skills;
- Develop the Student's ability to recognise individuals and their own interdependence in society by building relationships and behaving in a social manner;
- Focus on aspects of spiritual development and acquire insights into the wonder of the world by gaining an appreciation of the world and its people;
- Develop knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong;
- Develop positive attitudes toward a positive lifestyle;
- Meet the statutory framework requirements for teaching from September 2021.

2. Arrangements for Subject Planning by Teacher

- Write yearly long term planning statements covering the three core themes for PSHE; 1. Health and Wellbeing; 2. Relationships and Sex; and 3. Living in the Wider World The scheme of learning used at the school is from the PSHE Association. This scheme of learning meets the requirements for the Statutory Framework for teaching from September 2021. The RSE scheme used is the Brook SEND scheme.
- Write a plan every half-term related to the projected long term planning Curriculum Intent statement, evaluated weekly.

- Following a year's planning cycle, review the content covered in the previous year's long term planning statement, and the success of half term plans in order to plan for next year.
- Write the next long term planning statement and identify the problems that need to be addressed with the co-ordinator.
- Complete all subject planning in light of demands of other subjects in terms of time to achieve and breadth and balance.
- Use (and encourage others to use) the individual PSHE Support Plans to record concerns about, needs of, questions from each pupil then use these plans to inform lesson content.

3. Strategies for Teaching

Teachers at the Greater Horseshoe School have acquired a variety of teaching styles and are capable of adapting them to allow Students to observe, explore and discover, thereby enhancing the developmental process.

No single style of teaching will suit all activities. Effective teaching will be dependent on:

- Differentiated teaching approaches to match age, abilities, attainments, interests and experiences of the Students
- Appropriate content being selected
- The Students being encouraged through experiential and interactive approaches, to use their abilities for problem solving, information gathering and the acquisition of new skills
- Social interaction and co-operation in the learning environment being fostered and reinforced through paired and/or small group teaching situations where possible
- It being appropriate to teach the group as a whole on some occasions
- Students sometimes working individually
- Students receiving one-to-one attention when necessary
- Students being offered challenges
- The Students as far as possible carrying responsibility for deciding the direction of their work

4. Strategies for Student Learning

Effective learning will be dependent upon:

- Students taking an active part in lessons

- Students and teachers having a sense of purpose
- Teachers having positive expectations of the Students
- Students having positive expectations of themselves
- Making use of the opportunities to consolidate skills and to use the knowledge that Students have acquired.
- Students being encouraged to think and communicate about their learning
- Students developing self-control
- Fostering independent study skills e.g. independent working
- Having opportunities to work alone, in pairs, or in groups as part of a team

5. Allocation of Resources

Teachers, in their planning will identify which resources are required and notify the senior teacher of their needs.

6. Individual Specialist Provision

This policy document stresses the need for Students to be able to show what they have achieved, by whatever means appropriate. There is a need to look at alternative means of giving access to the PSHE curriculum through, for example, the use of computers, physical aids or the provision of support workers. To ensure the safe handling of tools, materials and equipment, the adaptation of workspaces and equipment may need to be considered, while provision required to support language related work should also be emphasised. A range of opportunities commensurate with Students needs and abilities should be on offer to all Students rather than their disability becoming the basis for limitation or restriction of experience. All Students are individuals and as such can be seen as having special needs, gifts or talents which all have to be met in order that they realise their full potential. Disability should never be the basis for denial of access to the PSHE curriculum.

7. Criteria for Evaluating the Success of the Policy

The policy should be reviewed on an annual basis by the Education & Skills Facilitator and in consultation with the rest of the senior team. In the process of this review she/he should seek to answer the questions identified below:

- Does the rationale reflect current practice in school?
- Is the school successful in meeting the aims in this document?
- Is there evidence to show Students are experiencing breadth and balance across the whole curriculum?

- Can the Education & Skills Facilitator demonstrate that the arrangements for planning and monitoring have been effective?
- Is there evidence that the strategies for teaching and learning are effective?
- Does the allocation of resources allow for effective implementation of the curriculum?
- Do the assessment, recording, reporting arrangements clearly identify Student achievement and fulfil legal requirements.
- Is there evidence around school that demonstrates Student achievement and enjoyment

8. Community Links

Work within this curriculum area will take place within the school environment. However, it is important that the Students are able to transfer the skills and attitudes that they have learnt into other meaningful situations. Where it is practically possible and relevant to the age of the Student, learning will also take place in local shops, on public transport and in other relevant areas of the community.

Opportunities will be created for the Students to develop Student awareness of local cultures and faith groups.

9. Parent/Carer Involvement

It is vital that parents/carers are actively involved in this aspect of their children's learning as they have a significant effect upon it. Parents'/Carers' fundamental role in this area of their child's education is acknowledged by staff. Many aspects of PSHE are very much part of a Student's home life and therefore sharing information is particularly vital to ensuring that teaching is sensitively approached.

10. Cross Curricular Links

There will be many natural links with other areas of learning. Students' personal growth will be enhanced by the development of language, physical and mathematical skills; spiritual appreciation will be developed through links with science, environmental education and creative activities; social development and moral understanding will permeate all learning experiences.

The Student's statement may refer to objectives, which should be seen as cross-curricular as well as being based within a particular subject area.

11. Promoting British Values

Through its curriculum, extra-curricular activities, teaching and learning at the Greater Horseshoe School will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare Students for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and

cultures by promoting the values on which our society has been built. By teaching Students these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

12. Promoting Cultural Capital in PSHE

Cultural Capital is a term used to describe the tools that students will need to learn in order to be successful in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole. Students will be taught Cultural Capital through the PSHE curriculum, through school learning activities including out of school experiences and through Work Related Learning, Enterprise and Careers.

13. Work Related Learning, Enterprise, and Careers

Work experience is offered both internally and externally (as appropriate). Access to work experience is dependent on the needs and abilities of the individual. Students may participate in Business Enterprise activities throughout their time, where they will gain experience of a range of aspects related to running a business and employment. Students in Key Stage 4 will have access to Careers support and advice by external providers where applicable.

13. Equal Opportunities

All Students should have access to a relevant curriculum, which meets their individual needs whilst also providing breadth of experience and a balance of subjects to achieve individual aims. Materials should reflect the multi-cultural society in which we live. Materials should also be checked for race or gender stereotypes.

14. Staff Development

Staff should undertake regular in-service training to keep well informed of curriculum developments.

15. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director for Acorn Education and Care. Outcomes First Group will then actively respond to the enquiry.

This policy is written by Louise Davey

Date: 1st May 2022

Signed

This policy is quality assured by Mike Deacy, Regional Director.

Signed:

Date:

The policy is quality assured by Governor:

Date:

Signed: