

PSHCE Policy



Introduction

Southgate School aims to support its pupils to be safe and happy. Learning is personalised to ensure that it is developmentally appropriate, relevant and accessible.

PSHCE education prepares our pupils to live their 'best lives' – both now and in the future. It is a planned, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole-school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It helps in reducing, or removing, many of the barriers to learning experienced by our pupils, significantly improving their capacity to learn, achieve and raise aspirations. Our PSHCE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and our statutory responsibility in promoting well-being. The learning provided is an essential contribution to the safeguarding of our pupils.

Section 2.5 of the National Curriculum Framework states that all schools should make provision for PSHCE, drawing on good practice.

This curriculum fulfils our statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development, and prepare children for the opportunities, responsibilities and experiences of life as set out in Section 78 of the Education Act 2002.

This PSHCE Policy works with, and alongside, our SRE, Anti-Bullying, Careers, DAT, Safeguarding, Inclusion and Equal Opportunities Policies.

Our Aim

As a school community, we offer learning experiences which:

- Contain accurate and relevant knowledge;
- Use pupil feedback (e.g. school council and pupil questionnaires) and local data (e.g. Public Health) to prioritise the focus of our learning;
- Provide links (e.g. health risks of using drugs with the awareness of peer pressure);
- Respect pupils' prior learning, experience, needs and readiness;
- Provide opportunities to turn knowledge in to personal understanding;
- Provide opportunities to 'know about' 'know how to' and 'be able to';

- Provide opportunities to explore, clarify and challenge their own and others' values, attitudes, beliefs, rights and responsibilities;
- Provide the skills, language and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives;
- Is inclusive and acknowledges and accommodates the diversity within our school in terms of gender, religion, language, race, social background, culture, appearance, family set-up, special needs, ability or disability.

The impact we want from the learning is:

- Pupils are equipped with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives;
- Pupils are encouraged to be enterprising;
- Pupils are supported in making effective transitions, positive learning and career choices, and in achieving economic wellbeing;
- Opportunities are provided for pupils to reflect on and clarify their own values and attitudes, and explore those of others around them;
- Pupils are supported in building their confidence, resilience and self-esteem;
- Pupils are able to identify and manage risk, make informed choices and understand what influences their decisions;
- Pupils are supported to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings;
- Pupils will develop an understanding of themselves, empathy and the ability to work with others;
- Pupils will be supported to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Programme of Study

Our programme of study runs through three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

It is taught in accordance with pupils' readiness and reflects the universal needs shared by all children and young people as well as the specific needs of Southgate School pupils. It is taught through a spiral programme whereby we revisit themes, increase challenge, broaden scope and deepen pupils' thinking and understanding. Links are made with relevant subjects to provide consistency and consolidation (e.g. Science, Computing, P.E.).

Resources

Our PSHCE resources are chosen and checked for:

- Inclusivity
- Positive, health and unbiased messages
- Age appropriateness
- Promoting positive values
- Accuracy
- Being up to date.

Assessment

Opportunities for Assessment for Learning (AFL) and Assessment of Learning (AOL) are built in to provision. Baseline assessment is used to ensure new learning is relevant and to ensure progress can be assessed.

Pupils are provided with opportunities to reflect on and assess their learning and recognise its relevance to their day to day lives.

Progress in PSHCE education is recorded and reported to parents under the heading of Preparation for Adulthood.