

Policy for P.S.H.E.

Rationale

Personal, Social and Health Education refers to the educational experiences and curriculum content designed to support and promote the personal and social development of our pupils. The School's ethos exerts a major influence on our pupils' personal and social development. The value and respect given to our pupils, the manner in which parents and visitors are received and the way in which we treat our staff, very powerfully influences the values and attitudes exemplified in the School's informal curriculum. P.S.H.E. is an interactive process which to be effective will involve all staff, parents and helpers in facilitating our pupils' personal and social development. From time to time it may be necessary to challenge values and attitudes to maintain and develop further an environment and culture which will nurture this development.

Purposes

- To promote in our pupils a positive self-image in which they demonstrate recognition of their self-worth within the contexts of home, school and the wider community.
- To provide learning opportunities for pupils to make, and exercise, informed choices and decisions.
- To develop in pupils an awareness of and respect for their own feelings and those of others on issues such as sexuality, spirituality, health and personal well-being.
- To enable pupils to gain an understanding of the need to accept responsibility for their own actions.
- To develop an understanding of the inter-dependence of people and the recognition and respect of the intrinsic worth of all individuals regardless of gender, race, ability, age, religion or social class.

Policy Aims

In personal, social health education it is intended to promote learning through the following aims:

- By ensuring that every learner can make a positive contribution in an environment in which they are kept and feel safe and valued through the promotion of health, achievement and enjoyment
- To develop an awareness of self and enhance self esteem and self respect through the development of personal skills
- To develop the pupil's ability to recognise individuals and their own interdependence in society by building relationships and behaving in an appropriate manner
- To 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
- Pupils should develop knowledge, understanding, intentions, attitudes and behaviour in relation to what is right or wrong
- To develop positive attitudes toward a positive life style.

Guidelines

The essential knowledge elements of P.S.E. can be identified within the cross-curricular themes of:

Health Education

This is about the quality of life and the physical, social and mental well-being of our pupils. The school has a separate policy document on this.

Education and Citizenship

This is concerned with the nature of the community and an individual's duties and responsibilities as a member of that community. For our pupils it would include the role of the family, some aspects of law, work and leisure and the public services available to them. The school has a separate policy for this.

Environmental Education

This is concerned with understanding and finding ways of caring for and protecting our environment. This may include climate, water, energy, plants and animals, people and communities, industry and pollution etc. This is closely linked to the science curriculum.

P.S.H.E is part of every pupil's curriculum entitlement and a means of developing an appropriate climate for learning. It is, therefore, the responsibility of all staff and adults involved with our children.

P.S.H.E is progressive and the range of opportunities and experiences should be planned and structured, providing opportunities for achievement for each individual pupil.

Community Links

The emphasis within this area is upon learning within the home, school and community. Pupils must be given the opportunities to transfer the knowledge, skills, attitudes and concepts that they have learnt to other situations. Some pupils may need time learning in other settings, e.g. local mainstream schools, colleges, libraries, museums, etc. There may also be some sharing of facilities for the purposes of learning and social integration. All children at some time will be given the opportunity to link with mainstream peers from primary schools local to the special school – Barton and Summerfield Primary.

Parental Involvement

It is vital that parents are actively involved in this aspect of their children's learning as they have a significant effect upon it. Parents' fundamental role in this area of their child's education is acknowledged by staff. Parents are encouraged to use their expertise in school to enrich the pupils' personal, social and health learning. Many aspects of P.S.H.E. are very much part of a pupil's home life and therefore sharing information is particularly vital to ensuring that teaching is sensitively approached.

Cross Curricular Links

There are many natural links with other areas of learning. Pupils' 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. P.S.H.E. links with the NC themes of Education for Citizenship.

The use of IT can specifically enhance the personal growth of the pupils, e.g., using IT enables pupils to influence their environment and to make choices. The use of IT and communication aids can help pupils persevere and concentrate in their learning. In addition, the use of television programmes and videos can provide experiences that are not otherwise available, e.g. health education.

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

The P.S.H.E Curriculum seeks to promote a pupil's personal qualities, attitudes and skills, and develop knowledge and understanding of themselves and others.

As a school, Medina House would wish to demonstrate through our P.S.H.E Curriculum:-

- dignity and respect for our pupils

- sensitivity to our pupils' needs and level of development
- respect for our pupils' feelings, attitudes and opinions
- to examine and challenge attitudes and values
- to enable our pupils to make informed choices and decisions
- to teach skills for independence and preparation to meet new challenges
- to develop an understanding of the inevitability of change and its effects on individuals
- to help our pupils to take and accept responsibility for their actions.

Organisation, Assessment, Recording, Reporting and Monitoring

Delivery of the Curriculum will be comprised of blocks of activities through topic work, continuous elements that will run through everyday activities, elements in core and foundation subjects, specific themes, programmes of day outings and after school activities. The key focus however, must remain the identification of individual pupil's needs and how we wish to enhance their experiences and skills.

The PHSE curriculum is a shared responsibility, all staff involved in the planning and delivery of this area of learning will use the appropriate B'Squared materials for baselining, on going assessment and agreeing benchmarks with the Head Teacher. Teachers with responsibility for the coordination of PHSE along with the School Nurse and the Head Teacher will ensure that standards of achievements, learning experiences and the quality teaching Health Education throughout the school are appropriate and of a high standard

This will be achieved through monitoring, reviewing and evaluating schemes and work and lesson planning, sampling pupils' portfolios of work, visiting classes during discrete and continuous lessons and gaining feedback from pupils, parents and inspection reports.

The co-ordinators are also responsible for ensuring there are a range of essential, appropriate resources, both human and material, to support all staff involved in delivering PHSE. These resources include topic files, artefacts, videos, audio tapes, schemes of work and books both factual and fictitious.

PHSE will be included in the Special Focus subject schedule when all staff, pupils, parents and governors will have the opportunity to engage in activities and tasks which will audit, improve and celebrate specific areas of learning.

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