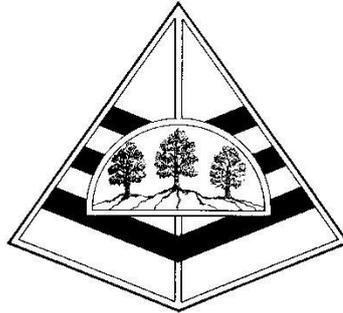


FERNDOWN MIDDLE SCHOOL



PSHCE POLICY

Personal, Social, Health and Citizenship Education Policy

Policy to be reviewed by Governor Committee:	Community & Curriculum
Frequency:	3-Yearly
Reviewed:	07/03/17
Reviewed:	17/06/20
Reviewed:	
Reviewed:	
Reviewed:	
Reviewed:	

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Personal, Social, Health and Citizenship Education Policy (PSHCE)

Introduction

At Ferndown Middle School we see Personal, Social, Health and Citizenship Education (PSHCE) as being at the centre of all that we do. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. We aim for the pupils' to become learners that are resilient, resourceful and motivated

Administration

The member of staff responsible for overseeing and reviewing this policy is the PSHCE Co-ordinator.

Date of policy: June 2020

Date of review: June 2023

This policy has been drawn up in consultation with teaching staff and governors.

Policy Availability

This policy document is freely available to the entire school community. Parents and carers will be informed about the policy through the newsletter and the school website. A copy of the policy can be found on Sharepoint and is available to parents via the school website. A written copy of the policy can be requested through the school office.

The National Context for PSHCE

PSHCE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. Well-delivered PSHCE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our **Programme of Study for PSHCE** aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

The **national curriculum** states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education **will be compulsory in all schools from 2020.**

Schools have a statutory duty to promote pupils' wellbeing. As Ferndown Middle School is a place of learning and our intention is to create independent pupils, it is essential that we provide the learning to enable our pupils to take increasing responsibility for these outcomes.

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The national curriculum has three aims for all children, to become:

- Successful learners
- Confident individuals
- Responsible citizens.

The provision of a comprehensive, developmental PSHCE education programme, supported by a curriculum that provides opportunities for personal and social development, set within a 'healthy school' that models supportive behaviours and offers opportunities for pupils to practise personal and social skills and make real decisions about their lifestyle, is central to our school's response to these requirements.

Policy Aims and Objectives

PSHCE education, together with citizenship education, known as PSHCE, is central to the development of the pupils in our school. The planned programme, JIGSAW, is followed in all year groups at Ferndown Middle School. It is known as the mindful approach to PSHCE and brings together Personal, Social, health education, emotional literacy, social skills and mental health and resilience development in a comprehensive scheme of work. The scheme is designed to help pupils to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps them to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

The aims of PSHCE are to enable the pupils to develop the skills, knowledge, understanding and attitudes they need to be able to:

- Have respect for themselves and others, valuing the differences and similarities between people;
- Develop good relationships with other members of the school and wider community;
- Be independent, self-disciplined and responsible members of society;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues and manage risk in their own lives.
- Consider future goals, including career choices.

The Approach

The provision of a comprehensive PSHCE education programme is central to achieving our school's own aims and objectives and mission statement. PSHCE education provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning – by providing learning that promotes positive relationships and thus supports pupils in reaching their full potential.
- Developing the key concepts, knowledge and understanding, language, skills and strategies that enable pupils to make positive lifestyle choices, now and in their future.

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- Developing the key concepts and skills that both support academic learning (*e.g. team working*) and transcend it (*e.g. building resilience*), and that are essential to a rapidly changing world.

The values and ethos of the school will not only be made explicit in PSHCE education. The PSHCE education programme is embedded within the wider learning offered by the school to ensure that pupils have positive relationships with adults, and feel valued, and that those who are most vulnerable are identified and supported.

The school provides opportunities for pupils to make real decisions about their lives, to take part in activities that simulate adult choices, and where they can demonstrate their ability to take responsibility for their decisions.

Creating a safe and supportive learning environment

PSHCE works within pupils' real life experiences and therefore all staff will create a safe and supportive learning environment. This is achieved by establishing a clear set of ground rules and making sure the pupils (and adults) follow these. The confidentiality policy should also be made clear to all pupils and adults. Staff must ensure that when subjects discussed may make a child feel vulnerable and/or at risk that they seek additional support from other areas within the school, like ELSA. This policy is informed by the school's safeguarding and child protection policies.

Confidentiality and Handling Disclosures

Due to the nature of the topics covered in the PSHCE education programme, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

Entitlement and Equality of Opportunity

Ferndown Middle School promotes the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude. Teaching will take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure that all can access the full PSHCE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others. PSHCE education is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.

PSHCE education is a universal entitlement for all learners. We recognise the right for all pupils to have access to PSHCE which meets their needs. This means that it is key learning that must be made accessible to all abilities, and that attendance in PSHCE education has an equal priority with other learning. As far as is appropriate, pupils with special educational needs follow the same PSHCE education programme as all other pupils. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will be adapted. Learning support assistants work with individual pupils where required, sometimes on a one-to-one basis.

Our PSHCE education programme recognises that pupils will bring prior learning and real life experiences to their learning. Our programme respects and builds on these, providing a programme that reflects both the universal and unique needs of our pupils. We liaise with local professional agencies (*e.g. school nurse*) and outside visitors (*e.g. police and fire service*) to enable us to prioritise learning within our programme and to ensure it is relevant.

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Teaching and Learning

The PSHCE education programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHCE education programme supports and is supported by other curriculum areas, cross-curricular learning opportunities, Rights Respecting School's status, the school's commitment to providing a 'Healthy Schools' climate and culture, and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. Active citizenship is promoted by a range of activities from electing a School Council representative, to recycling, fund-raising for charity and participating in Youth parliament elections. The personal and social development of pupils is the responsibility of all staff, in partnership with families and the wider community.

At Ferndown Middle School we know that active engagement in learning is most effective in teaching PSHCE education. Pupils need opportunities to clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. The purpose of each lesson is made clear and learning experiences meet the needs of all the pupils in the class. The PSHCE programme offers a wide variety of teaching and learning styles, with an emphasis on active and participative learning with the teacher as facilitator.

Any information provided is realistic and relevant, and reinforces positive social norms. Learning takes a positive approach that does not attempt to induce shock or guilt, and focuses on what pupils can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Visitors to the classroom enrich the PSHCE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of the planned curriculum and the teacher is always present to manage the learning.

Curriculum Content:

We provide PSHCE education through the JIGSAW programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding, and rehearses and develops key skills through a thematic approach. PSHCE education works within the real life experiences of pupils, so it is important to establish a safe learning environment. This is achieved by clear 'ground rules' and a confidentiality policy that is understood by all.

Thus the PSHCE education programme is taught within a safe and supportive learning environment, where pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

The Jigsaw scheme has six units of study:

1. Being me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

These unit titles remain the same for both KS2 and KS3, but the content builds on previous learning. The start of every lesson begins with mindfulness practice. It is believed that mindfulness practice has significant benefits to mental health, self-esteem and the capacity to learn. Mindfulness practice

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helps pupils to observe their own thoughts and feelings, regulate them and make conscious decisions about their learning and behaviour. All pupils will practice mindfulness for a few minutes at the start of every Jigsaw lesson.

During key stage 2 pupils follow the recommended national curriculum programmes of study which are delivered through the use of the JIGSAW scheme. This scheme has 6 key themes which spiral over the course of the two years to build upon and extend key skills and knowledge. Every class has a timetabled hour of PSHCE each week and this is predominantly delivered by the class tutor.

During key stage 3 the pupils follow the national curriculum programmes of study for PSHE, which are delivered through the KS3 Jigsaw scheme of work. Citizenship is taught as an integral part of PSHCE but is also delivered through subjects like history (democracy, Parliament and government); maths (functions and uses of money, the importance of budgeting); as well as tutor based activity weeks, tutor time and whole school assemblies. We acknowledge there are many areas of overlap. Every class has a timetabled lesson of PSHCE each week and this is predominantly delivered by the class tutor.

At key stage 3 the JIGSAW programme provides pupils with a safe place to push boundaries and to explore big questions. The pupils are provided with accurate knowledge and a sound skill base. There is a clear focus on communication, interpersonal and employability skills. Pupils are given the opportunity to understand and value themselves, their own identity and sense of worth.

Subject Review and Monitoring

The PSHCE coordinator will monitor the planning, teaching and learning of PSHCE education regularly to ensure it is relevant, current and both meeting learners' needs and stretching their thinking. Observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The PSHCE coordinator will also look at the pupil books to ensure consistency in the curriculum. The PSHCE coordinator will hold staff meetings, as well as using e-mail, to keep staff informed of new initiatives, ideas and resources. The scheme of work and policy will also be reviewed according to the review cycle.

Assessment in PSHCE

As with any learning, the assessment of child's personal, social and emotional development is important. It provides information that indicates their progress and achievement and informs the development of the programme.

Key Stage 2

There are two key components: the end of Puzzle certificate and the child's jigsaw Journal. The teacher must use both the certificate and marking of the journal as a way of highlighting successes and posting future targets.

End of Puzzle certificates are designed to praise specific achievements for each child. The teacher and the child both recognise achievements on the certificate. Certificates should be glued in to the Jigsaw Journal at the end of each puzzle piece.

The **Jigsaw Journal** is evidence of each child's learning, the content and some of the activities they have participated in. The Journals are a conversation between the child and the teacher. Staff should include photographic evidence where appropriate as this adds interest. Journals should be marked regularly and children should be given time to reflect upon and respond to comments.

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Key Stage 3

PSHCE education encourages pupils to reflect on their learning and the progress they have made, and to transfer what they have learned to say and do from one school subject to another, and from school to their lives in the wider community.

Pupils do not pass or fail in this area of learning, but have the opportunity to reflect on their own learning and personal experiences, and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on pupils' self-awareness and self-esteem, and there are opportunities to record learning and progress in different ways.

Currently teachers assess pupils' progress in PSHCE by:

- Making informal judgements as they observe them in lessons, tutor time and at other times around the school.
- Regular marking of each pupil's book, encouraging pupils to reflect upon their learning and developing a dialogue with each child.
- Making assessments of the pupil's performance against the specific objectives set out in the schemes of work.
- Each unit has a lesson where the activities aim to provide each pupil with evidence of their personal development. For Year 8 this is recorded on a section of the CV template. The CV provides a record of progress and an opportunity to build a CV based upon real life experiences. In Year 8 every child will complete a CV which is given to Ferndown Upper School. In Year 7 the pupils begin each unit by writing a response to the "Big Question," then at the end of the unit the pupils use a purple pen to improve/amend their original answer. This will show how each child has progressed.
- Progress against the key objectives for citizenship is recorded on SIMS for each pupil using the grading system adopted by all subjects. This information is then relayed to the parents on the end of year reports. Citizenship is delivered through a variety of subjects and the maths and history department will need to ensure their staff deliver and assess the agreed components.
- Information provided for the parents through parent consultations.

PSHCE the Whole School Approach

Ofsted has identified a strong correlation between schools which achieved a high grade for PSHCE education and those which were graded outstanding for overall effectiveness.

The impact of PSHCE in safeguarding was also highlighted.

"It is also difficult to see how safety and safeguarding can be good if PSHCE education provision is poor. If pupils are kept ignorant of their human, physical and sexual rights; or how to protect themselves and others, or know where to go to for help, they are not being adequately safeguarded."

As a school we actively promote the 5 key learning values across all subject areas. These are:

- Relationships
- Resilience
- Resourcefulness
- Reflection
- Responsibility

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Teachers refer to these learning values during the course of lessons and during tutor time. These values are also reflected in the school assemblies.

Links to other policies

Other school policies contribute to the personal, social and emotional development of pupils:

- *Sex and relationships education (SRE)*
- *Anti-bullying*
- *British Values*
- *Drug education and the management of drug-related incidents*
- *Child protection/safeguarding*
- *Confidentiality*
- *Promoting race equality*

Written by Mrs L Baynham (PSHCE Co-ordinator)