

Personal, Social and Health Education Policy

OCTOBER 2012

1. Introduction

This policy explains the nature of P.S.H.E. and its contribution to the education of pupils at Bettridge School.

This policy has been shared and approved by the teaching staff and school governors.

2. Aims

P.S.H.E. offers pupils the opportunity to:

- learn personal care skills including a healthy lifestyle and basic sex education knowledge;
- to develop social skills enabling them to interact with other people, make choices of leisure activities and care for their environment;
- to have an understanding of right and wrong;
- develop good self-esteem;
- have a sense of awe and wonder; and
- to develop skills necessary to keep themselves safe.

3. Entitlement

We follow the requirements of 'The Early Learning Goals' for The Foundation Stage and deliver P.S.H.E. to pupils in the Early Years under the learning area of Personal, Social and Emotional Development.

We endorse the aims of The National Curriculum to provide a broad and balanced curriculum. At Bettridge P.S.H.E. is seen as an extremely important area of the curriculum and is valued alongside National Curriculum core subjects. P.S.H.E. is delivered to all pupils in KS1 – 5.

4. Content

The schemes of work for Early Years are based on The Early Learning Goals and those for KS1 – 4 on the National Curriculum and are adapted to meet the needs of pupils with SLD and PMLD.

The key areas in the P.S.H.E. curriculum at all Key Stages are Personal Growth, Social Development, Spiritual Appreciation and Moral Understanding. There is one unit of Sex Education in the final year of KS2, for pupils for whom it is deemed appropriate.

At KS3 and KS4, in addition to the above 5 areas, are Drug Education, Leisure Pursuits and Drama.

Additional personalised sex education is delivered to pupils when they reach an appropriate developmental age or who are exploring sexual relationships or may become involved in sexual relationships.

5. Equal Opportunities

P.S.H.E. is delivered to all pupils regardless of gender, culture or ability. Boys and girls have equal access to activities.

6. Special Needs

All teachers must make themselves aware of any relevant medical problem or particular learning difficulty, which may affect a pupil's ability to learn.

The SOWs for the subject give suggestions for possible methods of delivery. These are adapted to suit particular pupils.

7. I.C.T.

ICT is used where appropriate to support the P.S.H.E. curriculum, e.g. use of symbolised worksheets, symbols to aid making choices, videos, use of digital cameras.

9. Assessment, Recording and Reporting of Pupil Progress

Assessment is done by the teacher in consultation with any staff who work with a pupil. Progress and achievement are recorded on pupils' IEPs. Information is given to parents via Annual Reports and at a pupil's Annual Review.

Pupils at KS4 and 5 gain external accreditation through completing modules taken from BTEC accreditation.

10. Monitoring and Evaluation of P.S.H.E.

The P.S.H.E. subject team looks at all aspects of how P.S.H.E. is delivered in school and its relationship to pupil progress through termly meetings.

11. Health and Safety

Health and safety issues have been outlined in the scheme. If required, further guidance may be sought from the Health and Safety Representative and/or the School Nurse.

12. Review

This policy will be reviewed every 2 years.