



PSHEE Policy

Years 2 - 11

**Independent Day School for Boys and Girls
Fairley House School**

Date of issue:	October 2021
Date for review/update:	October 2022
Named person responsible for review:	R. Goswell and H Smith

www.fairleyhouse.org.uk

Principal and Educational Psychologist Jacqueline P Murray
BA (Hons) MSc MEd Dip Psychol Dip RSA (SpLD) HPC Reg

Registered Office: 30 Causton Street London SW1P 4AU.
A non-profit making company limited by guarantee.
Registered in England no 1535096 Registered charity no 281680



Junior Department
218 -220 Lambeth Road
London
SE1 7JY

T 020 7630 3789
F 020 7620 1069
E junior@fairleyhouse.org.uk

Senior Department
30 Causton Street
London
SW1P 4AU

T 020 7976 5456
F 020 7976 5905
E senior@fairleyhouse.org.uk

Personal, Social, Health and Economic Education (PSHEE)

Policy for KS1- KS4

(including Citizenship)

(see also Behaviour; Health & Safety; Drug,
Sex and Relationship Education and Safe-guarding Policies)

Introduction

This policy has been informed by National Curriculum statutory guidance for KS1 – KS4.

KS4 Citizenship follows the AQA GCSE Citizenship (8100) specification.
SMSC and PSHE Association Guidelines

Description of School

Fairley House School is a charity, which caters especially for children with specific learning difficulties including dyslexia, dyspraxia and speech and language difficulties. These difficulties may lead many pupils to suffer from:

- lack of confidence
- low self-esteem
- difficulty with social relationships
- difficulty in foreseeing consequences of actions
- difficulty with reading body language
- pragmatic language difficulties

Aims

Personal, Social, Health and Economic Education (PSHEE) and Citizenship enables children to become healthy, independent and responsible members of society. The curriculum has been updated to include the new statutory Relationships and Sex Education elements and promotes the development of resilience and positive mental health. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth e.g. Circle Time games that promote self-esteem. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council. We teach them about rights and responsibilities. Their additional social and behavioural needs are supported through a tailored programme using resources from The Zones of Regulation and the Superflex Curriculum as well the PSHE Association.

The aims of PSHEE and Citizenship are to enable the children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others (including those online)
- Have respect for others
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society

- Develop self-confidence and self-esteem and make informed choices regarding personal, social and economic issues
- Develop good relationships with other members of the school and the wider community
- Gain awareness and understanding of societal issues that pertain to them
- Understand how to self-monitor in emotional, social and educational contexts

Importance of the subject

Personal, Social, Health and Economic Education (PSHEE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about their rights and responsibilities as members of their communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Subject in the curriculum - progression and continuity (please read in conjunction with the Programme of Study)

We use the National Curriculum, the SMSC and PSHE Association guidelines as the basis for our curriculum planning. The SCARF Coram scheme of work is used at primary level and. All planning is adapted as necessary to match the needs of the children at Fairley House School. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we ensure that these incorporate appropriate progression so that the children are increasingly challenged as they move up through the school.

The subject across the curriculum

When appropriate, we introduce PSHEE and Citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks. We also seek opportunities to discuss global citizenship where use of the Internet is a valuable resource. Where there is an overlap between the Programmes of Study for Religious Education and the aims of Citizenship, we teach aspects of PSHEE and Citizenship through our RE lessons. Additional interventions will be provided to students who require more intensive, small group support.

Attainment for pupils with Specific Learning Needs & IEPs and Barriers to Learning

Due to the specifically written PSHEE schemes of work the average PSHEE lesson is accessible by the majority of pupils at Fairley House School. However, pupils may experience a variety of barriers to learning due to the varied range of SpLD experienced by pupils in the school for example;

- reading e.g. comprehension, using reading for information gathering, organising, evaluating and generalisation
- spelling
- interpreting and recording/ presentation of their work e.g. tables/charts
- understanding/ following written and verbal instructions
- pacing work throughout an activity/ lesson
- relationship between cause and effect
- problems with attention, thinking and listening skills
- low self-esteem and poor motivation
- understanding the differences between fact and opinion
- seeking additional sensory stimuli involving frequent touching of equipment
- concentration and remaining on task
- pragmatic language difficulties e.g. use of language to negotiate, persuade etc
- general language difficulties e.g. abstract language/ concepts, word finding, difficulties with grammar and sentence structure that affect their ability to explain ideas etc
- memory and sequencing
- planning and spatial awareness
- working independently e.g. planning, interpreting and recording/ presentation of their work.
- working collaboratively in small groups e.g. co-operation and turn taking
- social skills/ peer relationships including interpreting body-language, collaboration, co-operation and turn taking
- community identity in family, class, school, country and world.

Overcoming barriers to learning:

Teachers will implement a range of teaching strategies and resources to enable pupils to access the PSHEE curriculum. Such strategies and resources include;

- careful differentiation. Differentiated learning can be in terms of outcome; extension of activity; support on the task; use of different resources; grouping by ability, taking into account prior attainment; multi-sensory and alternative assessment
- questions are answered with care and sensitivity
- use of social targets on individual IEP for pupils with difficulties
- The Zones of Regulation Curriculum
- vocabulary work integrated within class based lessons. This may be supplemented and developed with the special provision team of Speech and Language therapists.
- use of additional classroom support, including Speech and Language Therapists and Occupational Therapists
- a range of recording strategies e.g. storyboards, writing frames, video, photos
- hands- on practical work
- use of role play, puppets, drama, debating activities
- use of guest speakers / theatre groups etc
- key words on the board
- write each line of information, on the board in a different colour
- give instructions one at a time
- ask pupils to repeat instructions
- wall displays/ charts

- giving time for thinking / processing
- setting time limits for tasks
- positive social reinforcement during class, play and lunch times
- consistent use of discipline and equal opportunity policies

How we cater for able pupils

More able pupils will be stretched through differentiated group work and extra challenges. When working with the whole class, teachers will direct some differentiated questions towards the more able. Teachers may encourage particular students to share their learning with their peers (e.g. in assembly).

Equal Opportunities

We are committed to working towards equality of opportunity in all aspects of school life. Personal, Social, Health and Economic Education and Citizenship should be relevant and accessible to all children.

Explicit PSHEE teaching time.

Within years 2-6, PSHEE is based on each class having one 50-minute lesson per week and two PSHEE assemblies each term. Children in Years 7-11 receive 60 minute session per week in their form groups. Years 9, 10 and 11 have between 60-90 minutes of lesson time devoted to Citizenship per week and PSHEE themes are also covered in assembly time.

Planning

For Years 2-6 teachers plan from the SCARF Coram scheme of work. The Zones of Regulation and Social Thinking curriculums are also used to aid planning of lessons to support children's emotional regulation. Planning takes place on a half-termly basis and is adapted to suit the needs of the children at the time. For example, addressing any issues within the year group.

For years 7 –11 weekly Power Points are provided by the PHSEE co-ordinator, with all year groups looking at the same theme/topic but in varying depths. Form tutors are able to adapt the resources to suit the needs of their group.

Citizenship is planned by KS4 teachers, following the AQA GCSE Citizenship (8100) specification.

Forms of Curriculum Provision

PSHEE is provided through a combination of:

1) Discreet curriculum time. Each class is timetabled specific slots in the timetable for the teaching of PSHEE and Citizenship.

2) Specific PSHEE and Citizenship objectives are delivered through cross curricular links with other subjects. The PSHEE curriculum lends itself particularly well to links with Religious Education (religious and moral beliefs and relationships), English (emotional literacy; discussion and debate; enquiry and communication; the media etc), Maths, (financial capability; counting and sharing; data handling), Science, (drugs; sex, health; safety and the environment; ethical issues). Design Technology

(health and safety; use of technology, sustainable development), ICT (email, e-safety and the internet), Geography (topical issues concerning the environment and sustainable development), Music & Drama (making the most of their abilities), PE (health and safety, development of social skills).

3) Circle time is an important part of our PSHEE curriculum and gives children the opportunity to discuss matters that are personal and important to them in a safe and supportive environment. Each class has a system to communicate any 'worries' the children may have. For example, the primary classes have a 'worry box'.

4) Through whole school activities, for example weekly assemblies, where there is a moral theme and where children are given rewards for outstanding work and behaviour through the week. At the end of each term, cups and books are awarded for academic achievement and for effort and contribution to the school. At the same time, pupils who are leaving are given Luggage Labels so that they will return to Fairley House in the future to tell of their success.

5) Whole school celebration or awareness days are recognised and are embedded into the curriculum, such as Black History Month and Dyslexia Awareness Week. These may be the theme for assemblies, a unit of work or off-timetable, special activities.

6) Involving pupils in the wider community through fundraising events.

Opportunities for Spiritual, Moral, Social and Cultural Education and British Values

Personal, Social, Health and Economic Education provides a vital foundation for enabling pupils to deal with the spiritual, moral, social and cultural issues they face as citizens. Within our PSHEE curriculum we provide a range of opportunities for spiritual, moral, social and cultural development for example children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in society. Children explore issues of religious faiths and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

British values are embedded in the ethos of PSHEE department and is an essential part of the curriculum.

Democracy

Pupils are actively encouraged to make choices in PSHEE, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example as part of the school council.

Rule of law

To encourage and promote good behaviour, attitude and work, we use the FHS behaviour policies for Lambeth Road and Causton Street. This is further promoted through discussions on current affairs and trips such as the Citizenship trips to Parliament.

Individual liberty and mutual respect

Mutual respect is at the heart of our values. Children learn that their behaviours have an effect on their own rights and those of others. We promote each pupil's inclusion, where possible, in a range of activities, for example in debate club where students need to listen of the views of others and express their own views respectfully.

Tolerance of those of different faiths and beliefs

FHS has a culturally rich and diverse school community which provides us with unique opportunities to learn from and celebrate each other's differences. PSHEE department examples include sessions in assemblies looking at how students of faith celebrate different festivals.

Different learning styles, teaching approaches and support strategies

Transdisciplinary approach

Many PSHEE lessons are supported by members of the Special Provision team through team-teaching. Lessons are jointly planned, differentiated and delivered by teachers and therapists so that the learning needs of the students are being fully met. Speech & Language Therapists provide support for developing subject-specific vocabulary, particularly in topics related to SMSC. They can also provide strategies to aid the development of social understanding, body language, and social problem-solving skills. Part of the differentiation can be to help students with language difficulties express their opinions and to be able to justify their opinions with effective reasoning skills. Occupational Therapists can help the students with organization, planning emotional regulation, time management, transitions from childhood to adulthood and other issues pertinent to children.

Many of the topics covered in PSHEE such as healthy living, personal relationships, emotional well-being, self-esteem, transitions (e.g. timetabling), study skills & time management, goal-setting, economic skills and living in the wider world are inherently trans-disciplinary due to the crossover in the values and skills these topics promote.

Links with ICT

ICT makes a contribution to the teaching of PSHEE and Citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Children are taught about online relationships and the rules and principles for keeping safe online. Teachers make use of interactive whiteboards and a range of websites to support teaching in PSHEE and Citizenship.

Links with Science

In Key Stage 2 Science makes a contribution to the teaching of PSHEE through identifying the needs of animals including humans and describing the life process of reproduction in some plants and animals.

Through the subject area in general children will also explore the impact of diet, exercise, drugs and lifestyle on the way their bodies function. As they move through the Key Stages, children will learn more about their bodies including puberty, how parts of their body work and human reproduction.

Assessment, recording and moderation.

Assessment in PSHEE and Citizenship does not imply that children are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important in working with children from diverse backgrounds or who have emotional and behavioural difficulties.

In PSHEE there are two broad areas for assessment:

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

In KS4 Citizenship, students are assessed against the AQA GCSE Citizenship (8100) specification.

Our teachers assess the children's work in PSHEE and Citizenship by;

- Informal judgements, as they observe them during lessons
- Discussion with children
- Where appropriate, making formal assessments of the work done, measured against the specific learning objectives set out in the National Curriculum and recording attainment on the Fairley House Internal Database.

In KS4 Citizenship, formal assessments such as mock exams will measure pupil's understanding of and progress within the AQA GCSE Citizenship (8100) specification.

How do we involve children in their own assessment (AFL)?

Assessment for learning is about teachers and pupils working together to decide where they are in their learning, what they need to do to move forward, and how they are going to take the next steps. Key features of assessment for learning are:

- sharing learning goals with pupils
- helping pupils to understand what standards they are aiming for
- involving pupils in self-assessment
- giving feedback to pupils so they can recognize the next steps and how to take them

Reporting to/contact with parents

This is carried out through regular contact with parents via school diaries, email or phone calls. The school also holds termly parent/teacher consultation meetings.

Monitoring and evaluation

The purpose of monitoring and evaluation activities is to raise the overall quality of teaching and levels of pupil attainment. The PSHEE coordinator is responsible for monitoring the standards of children's work and the quality of teaching. Our coordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

Resources

Resources are intended to support and facilitate and 'active learning' approach to PSHEE learning.

All new resources are approved by the PSHEE coordinator before use.
See separate audit for details of resources.

KS4 Citizenship resources should follow the AQA GCSE Citizenship (8100) specification.

Role of coordinator

- Ensure that teachers are familiar with the Scheme of Work, subject policy and help to plan lessons
- Lead by example in the way that PSHEE is taught in own classroom
- To be enthusiastic about PSHEE
- Coordinate assessment procedures and record keeping so as to facilitate progression and cohesion
- Purchase, organise and review PSHEE based resources, ensuring that they are readily available and maintained.
- Be aware of national and local developments through reading appropriate materials and attending courses.
- To have membership of relevant and useful organisations.
- To attend regular CPD events and training.
- Prepare, organise and lead relevant INSET.
- Facilitate parental involvement wherever possible.
- Work cooperatively with the class teachers and assistants, Speech and Language Therapists and Occupational Therapists.
- Observe colleagues from time to time with a view to identifying the support they need.