

Personal, Social, Health and Economic Education (PSHEE) Policy (KS1-4)

(See also Behaviour; Health & Safety; Drug Education, RSE, SEMH and Safeguarding Policies)

Fairley House

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I. Introduction

This policy has been informed by statutory government guidance, non-statutory National Curriculum guidance for KS1 – KS4, along with SMSC and PSHE Association Guidelines.

Description of School

Fairley House is a charity, which caters especially for children with specific learning differences including dyslexia, dyspraxia and speech and language difficulties. Some children also have ADD or ADHD. These difficulties may lead some 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

2. 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 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 doing so 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, Growth Mindset as well the PSHE Association.

The aims of PSHE 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

PSHE 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

We use the National Curriculum, the SMSC and PSHE Association guidelines as the basis for our curriculum planning and adapt as necessary to match the needs of the children at Fairley House. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the schemes of work so that the children are increasingly challenged as they move up through the school.

The subject across the curriculum

When appropriate, we introduce PSHE 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 throughout other lessons, form time and assemblies. Where there is an overlap between the Programmes of Study for Religious Education and the aims of citizenship and PSHEE, we teach aspects of PSHE through RE lessons. Additional interventions will be provided to students who require more intensive, small-group support.

3. Attainment for pupils with specific learning needs (SpLD), IEPs, and barriers to learning

Due to the fact that we design our PSHE schemes of work ourselves, the average PSHE lesson is accessible by the majority of pupils at Fairley House. 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 PSHE 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.

Equal Opportunities

We are committed to working towards equality of opportunity in all aspects of school life. PSHEE and citizenship should be relevant and accessible to all children.

Dedicated PSHEE teaching time

PSHE at the Junior department is based on years 3-6 having one 50-minute lesson a week and through whole school assemblies.

Children in years 7-11 receive a minimum of a 40-minute sessions per week. Further PSHEE themes are covered in assembly time by members of staff and external speakers.

Planning

Teachers plan from the Fairley House PSHE Schemes of Work. Planning takes place on a half-termly basis. For Years 2-6 teachers use objective from the SCARF Coram scheme of work and guidance from the PSHE Association. 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 PowerPoints are provided by the PSHE 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

PSHE is provided through a combination of:

- Discreet curriculum time. Each class is timetabled with a specific slot in the timetable for the teaching of PSHE and citizenship.
- 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, gender issues). Class teachers have identified cross-curricular links on year group curriculum maps.
- 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'.
- 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 in the future to tell of their success.
- Involving pupils in the wider community through fundraising events.

4. Opportunities for Spiritual, Moral, Social and Cultural Education, British Values and Protected Characteristics

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 PSHE 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 and the Protected Characteristics are embedded in the ethos of PSHE planning and is an essential part of the curriculum.

5. 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 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.

Junior Department

- Schemes of work at the Junior Site have been planned with Speech and Language Therapists and Occupational therapists using theories from these specialities (such as zones of regulation).
- Speech and language therapists team teach PSHE with some form tutors in years 2 – 6.
- Speech and language therapists and occupational therapists support in lessons with particular pupils or for specific objectives (such as the Year 6 transition unit).
- Vocabulary work is integrated within class-based lessons.
- Speech and language therapists often choose PSHEE based words as the 'Word of the Week', meaning a whole school-focused session focussing on PSHEE vocabulary during assembly.
- Use of occupational therapy ideas within lessons (Goal, Plan, Do, Check).
- Hands-on practical work to ensure kinaesthetic as well as visual and auditory aspects of learning.
- Break down instructions into very small chunks to aid memory and auditory processing.
- Ask pupils to repeat instructions to aid memory and recall.
- Wall displays/ charts to provide a visual reminder for key information and vocabulary
- Giving time for thinking / processing.

Senior Department

- Joint preparation and planning between the teacher and therapist to ensure bespoke strategies per class.
- Team teaching – teachers, occupational therapists and speech and language therapists.
- Memory Strategies: teaching and application.
- Social skills: turn taking, circle time (facilitating task and altering room set up to best suit this), how other people may respond to your actions, acknowledging other pupils' perspectives
- Images of emotions with labels, particularly the more complex emotions that pupils struggle to name e.g. jealousy, regret.
- Morningside social thinking.
- Role play/acting out emotions – pragmatics and inferences.
- Anatomy and physiology explanations.
- Explaining terminology and concepts in a simplified way.

- Zones of Regulation introduced, and the language of these strategies is also referred to in individual therapy sessions.
- Scaffolding open questions by giving alternatives or adding concrete choices.

Links with ICT

ICT contributes 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 how to use the internet safely. 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. 8 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.

Health and Safety

Health and safety issues arise on off-site trips and visits. A thorough risk assessment must be carried out and distributed amongst all staff attending the trip.

6. 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 relationship.

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 we involve children in their own assessment

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.

7. Reporting to parents

Before delivering lessons under RSE and Health Education in the Summer term at the Junior School, parents will be informed in advance and will be given an outline of what objectives are covered so that they are prepared for any questions that the children may come home with.

8. 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 coordinators are responsible for monitoring the standards of children's work and the quality of teaching. Our coordinators support 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.

9. Resources

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

10. Role of Coordinators

- 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 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.

- Collect photographic evidence of PSHE around the school.
- 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.

11. Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later.

Group Agreements and Distancing Techniques

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (teacher or pupil) should be expected to answer a personal question. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE/citizenship Co-ordinator concerned.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.

Dealing with Sensitive Questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- If a verbal question is too personal the teacher should remind the pupil of the ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of abuse the Headteacher should be informed and the usual child protection procedures followed.