



PSHE Policy

Evergreen Pupil Referral Unit

2023

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Person Responsible for the Policy:	D. Taylor- Head of School
Last SLT Review:	
Last Governing Body Review:	
Current Status:	

Evergreen PSHE Policy

1. Intent

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Open the children's eyes to the wonder of the world around them both now and in the past; how it relates to them and how it will influence their futures.
- Support children to develop a self knowledge and self belief so that they can succeed at school and in their life beyond. This is in line with our school ethos: Believe, Expect, Succeed.
- Prepare the children for the challenges they will face in life.
- Help our children flourish.
- Support their wellbeing and attainment.
- Help young people to become successful and happy adults who make a meaningful contribution to society.

Statutory requirements

- PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.
- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance
- We must teach Relationships education and our governors have agreed that we will teach Sex Education.
- Our teaching must take due regard of the Equality Act 2011. This policy also complies with the terms of our funding agreement.

2. Implementation

What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance.

We use the PSHE Association thematic programme model for our PSHE curriculum content and objectives. It takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year. This model is supported with suitable resources from the PSHE Association and: 1 Decision lesson plans. This approach allows different year groups to work on similar themes at the same time.

How we teach it

PSHE is taught weekly by the class teachers in all year groups. There are close links with other subjects such as Computing where online safety is also taught. Many aspects of PSHE are also taught or revisited through whole school assemblies. Each week the Headteacher chooses an appropriate theme. Some aspects of PSHE are delivered via class discussions or a planned circle time to meet the needs of the class or to respond to something that has happened.

Children throughout the school are encouraged to develop an understanding of themselves as growing and changing individuals, as a member of a wider community based on first hand experiences. These activities and experiences encourage children to understand how their choices and behaviours may affect themselves and others.

Personal development or intervention groups may be based around emotional and social support using resources such as ELSA group interventions if the class teachers deem these to be appropriate for individuals or groups of children.

The Planning Framework is organised into six sections:

- Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
- Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
- Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and

- behaviour; aspects of Relationships and Sex Education)
- Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
- Healthy Lifestyles (Being and keeping healthy, physically and mentally)
- The World I Live In (Living confidently in the wider world)

3. Assessment

Assessment throughout the school for PSHE include;

- Planning and learning which builds on children’s prior knowledge and shows progression in PSHE learning.
- Implementing assessment-based planning so that lessons consistently meet children’s needs;
- Using self and peer assessment to involve children in understanding their own learning and next steps;

Children’s progress will be monitored against the objectives for their year group termly and a decision will be made as to whether the child has achieved this in full (meeting ARE), in part (developing towards ARE) or is working below ARE.

4. Impact of the Curriculum

Impact	
The key measure of impact will be the progress made by pupils from their individual starting points. Methods for assessment are outlined in our assessment policy.	
We will further evaluate the impact of our curriculum by using the methods outlined in the table below.	
Intent	Measure
Develop, maintain and reinforce positive behaviours and personal dispositions by showing children new ways of getting on in learning and relationships and by breaking old habits and behaviours.	Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance
To inspire and motivate and support children to bridge gaps in learning and re-engage children by building on the talents and skills children already have.	Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance
Enable children to explore their world through an accessible, fulfilling and exciting, experiential curriculum.	Curriculum opportunities and experiences Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance

<p>To support a change in children's self-perception as learners and enable progress from their individual starting point with a focus on facilitating the development of English and Mathematics.</p>	<p>Curriculum opportunities and experiences Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance</p>
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5. Equal Opportunities

We are committed to providing a teaching environment conducive to effective and active learning. Each child is valued and we provide equal opportunity for all pupils to maximise their potential regardless of age, sexual orientation, transgender, race, colour, religion or disability.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by all staff to:

- Create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- Provide a multi-sensory approach using a variety of media;
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- Use appropriate assessment approaches to inform future learning;
- Set targets for learning and behaviour including taking steps to help pupils manage their own emotions through additional support.
- Handle issues sensitively and ensure that their own personal views and attitudes do not influence their teaching.

6. Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way without letting their personal beliefs influence their teaching.
- Flagging up to the PSHE lead and the Headteacher if they feel that their personal beliefs may make it difficult to teach any aspect of the PSHE curriculum; and to ask for additional training/support if they find any aspect difficult to teach.
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding sensitively to the needs of individual pupils

7. Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

8. Inclusion

Evergreen will aim to provide a broad and balanced curriculum for all children so that they achieve and be successful within the curriculum. Staff at Evergreen will adapt the curriculum so that children can achieve according to their abilities.

We will identify which children or groups of children are underachieving and take steps to improve their attainment in liaison with the SENCo.

9. Moderation and Leadership of the curriculum

The Leadership team and the Academy Council are responsible for monitoring the impact of the school's curriculum both in terms of social outcomes and academic progress.

The head of the school is responsible for the day-to-day organisation of the curriculum. Due to the very small staff size class, teachers monitor the impact of learning and the coverage of the curriculum in the base for which they are

responsible. They monitor curriculum planning for their base, and ensure that all children are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged to apply and deepen their learning.

Senior leaders and teachers work together to inspire learning in each individual base and monitor how their base is taught. Senior Leaders examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Senior Leaders have the responsibility for monitoring how resources are used. Curriculum monitoring for each base is completed by teachers with the full support of senior leaders who together identify the strengths and actions for further development in that base.