



Kennington Park Academy

PSHE Policy

Review date: Spring term 2022

Kennington Park Academy - Mission Statement

Our primary aims are:

- To offer a secure and carefully structured environment, where disaffected and permanently excluded pupils develop as confident and independent learners able to achieve their best outcomes.
- To facilitate and support the successful reintegration of pupils into schools.
- To promote the values of citizenship, courage, friendship, equality, determination, inspiration, mutual respect and tolerance.

PSHE is a core aspect of our setting due to the various needs of the pupils.

1.0 Aims

- To promote knowledge & understanding in Personal, Social, Health Education and Citizenship
- To deliver a broad & balanced curriculum
- To enable pupils to use PSHE skills in their learning & in all aspects of their day
- To ensure pupils are aware of their choices, rights & responsibilities

1.1 We can achieve this by:

- Following the guidelines of all our policies especially those closely linked to PSHE such as the Behaviour Policy and Safeguarding Policy
- Making PSHE an integral part of the school day
- Working with parents/carers & outside agencies to promote & reinforce work in PSHE

1.2 Through our work in PSHE we aim to

1. Enhance pupils' self esteem
2. Promote empathy
3. Develop an awareness of their needs
4. Promote good working relationships
5. Support all aspects of behaviour management as set out in the policy
6. Enable pupils to make decisions based on knowledge & understanding
7. Develop pupils' self empowerment
8. Develop pupils' understanding regarding valuing individuals
9. Promote British Values and support the spiritual, moral, social and cultural development of all of our pupils

2.0 How do we deliver PSHE?

- Through the positive ethos of the school
- Through holding high expectations
- Through a cross-curricular approach
- Through the modelling of positive behavior by staff
- Through the application of the KPA's structured reward systems
- Through carefully planned PSHE lessons
- Through the daily use of assemblies which involve reflective themes and which promote confidence and self esteem
- Through a structured lunch-time procedure which focuses upon the importance of a balanced diet, correct table manners, appropriate conversations between pupils
- Through planned collaborative activities
- Through role-play
- Through group discussions
- Through the use of established routines for break times
- Through Circle Time sessions

2.1

Strands of PSHE run throughout our day. Classes may hold formal lessons in the form of discussions, role-play or Circle Time sessions.

3.0 Roles and responsibilities:

3.1 The roles of the Subject Leader:

- To plan a broad PSHE curriculum
- To promote PSHE activities
- To promote good practice in PSHE
- To advise staff with the delivery of lessons
- To co-ordinate the review of the policy
- To keep staff up to date regarding new initiatives
- To arrange whole staff INSET
- To have an input into PSHE across the whole curriculum.

3.2. The roles of the staff:

- To deliver the PSHE curriculum in line with the policy
- To assess pupil progress in PSHE
- To commit to participate during:
 - Staff meetings on PSHE
 - INSET days based on PSHE
 - Relevant external courses
 - Meetings in support of individual pupils

3.3. The Role of the Head-teacher and the Academy Council

- To monitor the adherence to the policy
- To ensure that there are adequate resources available to teach the PSHE curriculum

4.0. PSHE Lessons:

PSHE is taught explicitly, once a week for an hour and links in with the SIS (Social Independence Scales), RSE (Relationships and Sex Education) and Science. The curriculum is differentiated from years 1 to 6.

Each term, the PSHE curriculum will reflect a main SIS area. As our pupil cohort and needs change, the SIS focus may also change.

The SIS is comprised of 5 x aspects:

- Managing Myself
- Communication
- Resilience
- My Emotions
- Relationships

Term 1 and 2	First SIS focus
Term 2 and 3	Second SIS focus
Term 5 and 6	Third SIS focus

5.0. PSHE & SPECIAL EDUCATIONAL NEEDS

5.1

All pupils that attend the KPA have been permanently excluded or are at risk of being permanently excluded. As a result, their self-esteem and confidence as learners has been damaged. We therefore need to place a greater emphasis on personal and social skills in order to facilitate the successful reintegration of pupils into schools. We also recognize that our learners may also have a range of SEND learning needs.

5.2 We acknowledge that:

- PSHE has a high profile in the curriculum and across the school
- PSHE is used to facilitate positive personal and social skills and to raise pupils' self esteem
- We have a consistent approach to behavior and routines in order to give pupils the security they need
- We need the support and reinforcement of parents/carers to achieve progress
- Group sizes should be appropriate for the activity which may necessitate combining classes or splitting classes to make smaller groups or same gender groupings
- Pupils need the opportunity to be involved in decision-making

6.0 Equal Opportunities

All work in PSHE reinforces our statement on equal opportunities by offering all children equal access to the curriculum irrespective of class, gender, ethnicity or special educational need.

7.0.

When dealing with controversial issues we:

- Show respect for others
- Allow for personal autonomy
- Clarify issues
- Explore attitudes
- Analyze rather than resolve controversy

8.0 Working with parents/carers

PSHE is a collaboration between home and school. Working with parents/carers helps to develop the whole child.

9.0. Recording and assessment

This is done in the following ways:

- Evaluation sheets – lesson evaluation
- End of term reports
- Daily commentary in the home-school books
- SEN Support Plans
- Annual reviews

10.0. Evaluation of policy

The policy will be considered to be successful if:

- PSHE continues to have a high profile within the KPA
- Children and adults feel confident when discussing PSHE issues
- Staff and parents/carers liaise effectively to support the children's progress in PSHE
- There is a continued very low rate of exclusions from the KPA

Policies to refer to:

Anti –bullying policy

Behaviour policy

Disability Equality Scheme

Drugs Education policy

Safeguarding policy

SEN policy

RSE policy

Teaching and Learning policy

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