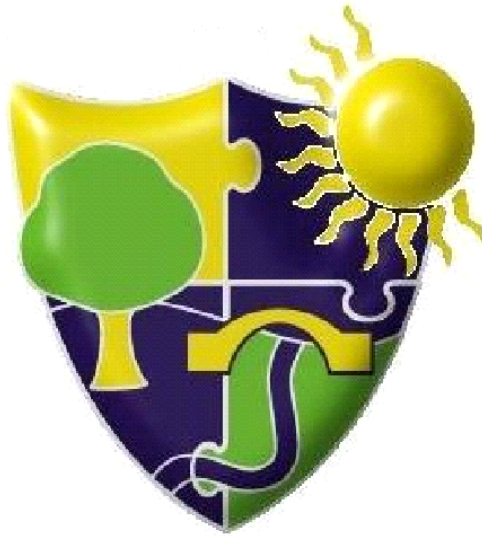


The Meadows School



PHSE Policy

Updated: January 2017

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Amendment Register

Amendment Number	Date	Detail	Amended By	Approved By
0	01.01.2017	Updated	SLT	Headteacher
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1. Rationale

This policy has been adopted and written in relation to the PHSE policy at the Meadows School and should be read in conjunction with the LAs Policies and Procedures and any DfE Policy, Statements and Guidelines.

2. Introduction

Personal Social and Health Education is an integral part of the curriculum which affects every aspect of school life. All pupils are entitled to appropriate planned elements as outlined in the whole school framework, which is designed to promote their personal and social development. The social climate and the type of learning environment created within the classrooms and school are crucial to this.

The organisation and rules, the relationships of staff with staff, and staff with pupils, carry messages about the value that the school places on attitudes, behaviour, principles of conduct. This part of the hidden curriculum is as important as the planned curriculum. At The Meadows School, the whole staff share common attitudes and beliefs about the kinds of values and behaviour, which are essential to help promote the ethos of the school.

PSHE can and should be one of the main drivers and influences on the school experience for our young people. The underlying principle is about putting children and young people first, which has always been at the heart of good PSHE practice and life at The Meadows School.

We feel that an environment where pupils feel safe and secure to explore and investigate new experiences, whilst also being able to reflect on and evaluate what has been learned, will further a pupil's learning. We ensure that the contributions and opinions of every pupil are valued and deserving of attention. The central element of personal, social and health education is the development of the student's self-esteem. Anyone with a poor self-image finds it harder to learn new skills, to be confident in making decisions or to form stable relationships. It is vital, therefore that we help pupils to increase their self-awareness and self-confidence by ensuring that they all have the opportunity to achieve and be successful.

We acknowledge the importance of our pastoral role in the welfare of young people and through the general ethos of the school, will seek to persuade children in need of support to come forward. Personal, Social and Health Education are thus an important part of every pupil's entitlement and a whole school policy will help to move the school towards achieving those aims.

3. Definition of PSHE at The Meadows School

PSHE is the intentional promotion of the personal development of the pupils.

PSHE is a planned programme of learning opportunities and experiences that help children and young people of The Meadows School grow and develop as individuals, members of families and communities. It equips them with knowledge, understanding and practical skills to live healthy, safe, fulfilled and responsible lives. PSHE also enables pupils at The Meadows School to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. In short, PSHE makes a significant contribution to children and young people's personal development.

This includes opportunities provided by:

- The core and foundation subjects;
- Other subjects;
- PSHE courses;
- Assemblies;
- Tutorial programmes;
- Guidance and support systems;
- Playground provision;
- Trips, visits and extra-curricular activities;
- Special projects and other events, which enrich young people's experiences.

4. Aims

At The Meadows School we aim to:

- Develop a set of personal values and attitudes;
- Develop principles for distinguishing between right and wrong;
- Develop self-esteem/promote pupils' self-esteem, self-confidence and emotional well-being;
- Develop positive relationships/help them to form and maintain worthwhile and satisfying relationships based on respect for themselves and others;
- Provide opportunities for pupils to achieve and be successful;
- Take responsibility for their own actions and learning;
- Take responsibility for the consequences for their actions;
- Develop skills and knowledge to understand personal health and growth;
- Develop positive attitudes towards health;
- Prepare them for adult life;
- Help them to be responsible and caring citizens;
- We aim to enable each young person to fulfil their individual potential and leave school equipped to deal with the adult world
- Develop knowledge, understanding and appreciation of the pupils' own and different cultures;
- Promote equal opportunities and challenge discrimination and stereotyping;
- Enable pupils to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity;
- Develop their ability to relate to others and work for the common good;

- Contribute towards the school's welcoming and health-promoting environment;
- Pupils will receive praise and acknowledgment for their successes.

5. Teaching and Learning Strategies:

The pupil is central to the whole learning process and must be actively involved in it.

Learning is based on first-hand experience, whenever possible. This can also be extended by the use of secondary resources. Teachers use a range of strategies such as team teaching, visits, visitors and brain-storming, in order to achieve the learning objectives. Learning strategies range from discussion, questioning and negotiation to games and role play. Students have the opportunity, and are encouraged, to work both independently, individually, and within a variety of groups, which differ in size and purpose. They are encouraged to communicate with respect and learn from other pupils and adults. From the moment a pupil arrives they are encouraged to exercise informed choices between and within activities, so that as they grow they develop in self-confidence and judgement.

6. Content:

A planned P.S.H. E. Curriculum is essential to avoid important issues being missed.

A P.S.H.E. lesson is scheduled for every pupil each week and a framework exists for pupils from year 7 through to year 14. It is not possible to rely solely on incidental happenings to promote personal/social development. Without a framework some key issues could be missed altogether, or only arise in relation to certain circumstances. Sensitive and controversial issues arise from time to time within the programme. They may be cultural, ethical, racial, social or moral. We aim to deal with such issues in a sensitive and diplomatic manner, but never to avoid or dismiss them.

Other ways PSHE is delivered at The Meadows School:

- Through themed assemblies
- Incorporated into lesson planning
- As separately timetabled sessions, e.g. visits by the community police, dental service, NHS, etc
- By means of tutorial time
- Group work and discussion
- Use of video and ICT
- Research
- Project work
- Residential experiences
- Peer mentoring
- Sponsored activities
- Mini enterprises

7. Management

The PSHE co-ordinator at this school is Mr. Kevin Hurcombe, who is responsible for resourcing and co-ordinating these aspects of PSHE provision within the school. This includes suitable books, posters, videos and other teaching materials, recommending teaching strategies and keeping up-to-date with developments. Staff training needs can be brought to the school management's attention by the co-ordinator.

8. Parental Involvement

Partnership between school and parents is the key to success. Parents are welcome to contact the co-ordinator or arrange a personal meeting to discuss any issues relating to the PSHE curriculum. Parents can access the policy and curriculum frameworks at any time via the school web site.

9. Pupil Involvement

Young people's confidence and self-esteem will be strengthened if they feel that their views have been taken into consideration in the development of the policy. Pupils had the opportunity to voice their opinions regarding the aims and objectives of the policy. Pupils also actively take part in lessons, outside activities, work related placements and works shops to promote all aspects of the PSHE curriculum.

10. Resources

10.1 Visits and Visitors

Visitors play an important part in the PSHE in the school. Experts in particular areas are used not only for their specialist knowledge, but also to encourage pupils to see the relevance of the subject to life outside school. Some use is also made of visits. It is important that visitors are aware of school policy and agree to operate within them.

External links to the school have been listed below:

- Brook – Sex related education and protective behaviours
- Children's Community nurses (NHS) - Personal Hygiene, healthy living, drugs and medication and protective behaviours
- Community Police – Rights, responsibilities & punishment;
- West Bromwich Albion Foundation - Promoting healthy living;
- Fire, medical & police services – The community;

10.2 Planned trips out

- Local community awareness (Fire, police and medical services)
- Sexual health clinic (NHS) – Sex Related education
- Brook – Sex Related Education
- Local bus services – Independent living skills

- City centre – Social awareness, Protective Behaviours and Independent living skills.

All parties involved in work with children and pupils at school are made aware of the school confidentiality policy.

10.3 Materials

The materials we use to deliver the PSHE curriculum are listed below.

- Topic specific related books and worksheets;
- Topic specific related dvd's and videos;
- Topic specific games and posters;

An audit of the topic specific materials available to staff can be accessed via the PSHE co-ordinator.

11. Equal Opportunities

The Meadows School is committed to a policy of equal opportunities for all pupils. PSHE is an entitlement for all pupils regardless of their particular beliefs, gender, social class or ability and the curriculum and learning approaches are planned with this in mind. All people working with or supporting the pupils at The Meadows School should be made aware of the necessary policies.

12. Assessment, recording and reporting

This is achieved by using the following methods:

- General class assessment and testing;
- Subject knowledge and understanding assessments;
- Peer assessments;
- Group assessments;
- Subject reports

13. Health and Safety

Teachers should be aware of the school's Health and Safety Policy, especially when taking pupils on visits

14. Links to other policies

The broad nature of the content of PSHE means that links can be made with a large number of other aspects of school life and organisation. Other policies that can be read in conjunction with this PSHE policy include:

- Child protection
- Confidentiality
- Discipline/behaviour
- Anti-bullying
- Health and safety

- Equal opportunities
- EVC

15. Monitoring and evaluation

The Meadows School aims to adopt a consistent and coherent policy throughout the school, which will foster opportunity for the personal and social development of all pupils, which are appropriate and relevant to their age and maturity. Regular discussions and communications with staff are essential to ensure consistency and continuity. INSET and regular training of appropriate staff is essential to this end. Parents are consulted and informed, whenever possible, to enhance the coherence of the students' experience. This is formalised and reinforced through the EHCP process. Monitoring and evaluation of the programme, scheme of work and resources will be carried out by the PSHE co-ordinator and senior management staff by means of lesson observations. Regular subject meetings will be held to discuss any areas of development on monitoring and evaluation. This policy was drawn up, in consultation with school staff, pupil representatives, school governor and by the PSHE coordinator, consulted with parents and the wider community and agreed by governors.

16. Conclusion

This policy statement will be reviewed regularly, and amended whenever necessary by Governors and Staff of the school. Staff, School Governors, Parents and pupils can discuss any issues regarding this policy with the PSHE co-ordinator.