

PSHE Policy

- 1) Aims
- 2) Legislation and Guidance
- 3) Curriculum Intent
- 4) Roles and Responsibilities
- 5) Curriculum: Supporting Documents: schemes, resources and approaches
- 6) Monitoring, Assessment and Moderation
- 7) Links with other policies

1. Aims

This policy aims to give an easily accessible overview of the expectations for high quality teaching of PSHE within Manor School. Detailed guidance of how to adapt and apply this for the teaching and learning of pupils within our setting is provided within the PSHE Guidance for staff.

2. Legislation and Guidance

This policy reflects the requirements and expectations set out in:

Special Educational Needs and Disability (SEND) Code of Practice 2014
Equality Act 2010

In addition to the above Manor School uses guidance from the below sources to inform the PSHE Curriculum:

Social and Emotional Aspects of Learning (SEAL) programme

The Engagement Model

EHCP Outcomes 1) Communication and Interaction, 3) Social Emotional and Mental Health and 4) Sensory and Physical

Thrive approach

SCARF Coram curriculum planning and resources

Floorbook approach

3. Curriculum Intent

At Manor School PSHE, alongside Literacy and Maths forms our Core Curriculum offer. PSHE is interwoven in every aspect of school life. Our aim is to equip our pupils with the knowledge and skills needed to become healthy, happy, confident and responsible citizens. There are 3 main aspects to our PSHE curriculum; Relationships, Health and Wellbeing and Living in the Wider World. Through these our pupils will be supported to:

- develop the personal skills, values and self-knowledge necessary to exercise their rightful role as members of our ever-changing society and to become valued individuals with personal dignity
- acquire an awareness and understanding of self and their identities

- enhance their self-esteem through the acquisition of life skills, by exercising their interests and by celebrating their achievements
- develop the ability to recognise individuals and their own interdependence in society by building relationships and behaving respectfully
- form positive relationships/ friendships and appreciate the differences between individuals
- develop the ability to resolve conflict and repair relationships
- develop an awareness of their thoughts and feelings including the ability to regulate their own emotions and energy
- develop knowledge, understanding, intentions, and behaviour in relation to right and wrong
- adopt attitudes towards a positive lifestyle

4. Roles and Responsibilities

4.1: Head teacher

The Head teacher, with support from the Senior Leadership Team, is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin the social and emotional development for pupils with SEND
- Providing teachers with the appropriate training and resources so that they can competently deliver the PSHE curriculum and enable pupils to effectively work towards their EHCP outcomes
- Creating a stimulating school environment where pupils are exposed to different types of PSHE learning opportunities such as on developing social skills, on understanding own thoughts and emotions, on forming healthy relationships and keeping safe
- Promoting a culture of understanding of and attunement to pupils' emotions and needs
- Developing links with organisations that can support our pupils' mental health and preparation for adulthood
- Involving parents and families in supporting their children's social and emotional development

4.2: PSHE Lead

The PSHE Lead, with support from the PSHE Team, is responsible for providing leadership to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced PSHE curriculum where pupils are supported to make progress across all areas
- Resources that will allow teachers to deliver high-quality lessons
- Effective use of the Floorbook approach to capture evidence of PSHE learning
- Collaboration between therapists and teachers in order to support our pupils acquire strategies and use resources that help them regulate their emotions and energy as well as to develop their communication and social skills
- Organisation of monitoring of PSHE teaching and learning

The PSHE Lead will be provided with allocated time to help them achieve this.

4.3: Teachers

Teachers are responsible for:

- Following the PSHE guidance as set out by the school
- Planning engaging, effective and well-resourced PSHE lessons to enable pupils to meet their EHCP outcomes
- Providing opportunities for pupils to apply their PSHE learning in a variety of ways in order to prepare them for adulthood
- Capturing PSHE evidence on the class Floorbook
- Adapting the PSHE curriculum to meet the needs of all pupils
- Effective use of resources (e.g., SCARF Coram, Thrive) to deliver well-resourced and high-quality lessons and classroom environments
- Making sure that support staff have:
 - Access to planning materials and resources
 - The knowledge and skills they need to support and challenge pupils

5. Curriculum and PSHE Guidance

The Manor School Curriculum is a bespoke curriculum designed to help pupils work towards the National Curriculum. Our Curriculum is designed to help our pupils RISE (become Resilient, Independent, Skilled and Expressive) and we want our PSHE curriculum to help prepare pupils for adulthood. Within the school we have three different provisions for learning. These are Thyme, Lavender and Rosemary and teaching and learning will look different across these to ensure we meet the needs of different pupils.

5.1 Guidance

The PSHE Guidance document is the responsibility of the PSHE Lead. This document should be updated annually, or more regularly if significant changes are undertaken. The document outlines teaching and learning guidance for PSHE and how this varies across the three provisions. It records all the agreed approaches and resources related to PSHE such as the use of the SEAL programme, SCARF Coram, Thrive and the Floorbook approach. It also explains the relationship between PSHE, Speech and Language and Occupational Therapy. The guidance document acts as a handbook to staff for the expectations in PSHE at Manor School.

6) Monitoring, Assessment and Moderation

PSHE will be monitored by the PSHE Lead in collaboration with the Senior Leadership Team following the process set out in the Quality of Education monitoring timetable. Monitoring will include reviewing PIPs, Progress data, Floorbooks, and completing lesson observations. In addition, the PSHE Lead may carry out learning walks or classroom drop ins. For further support the PSHE Lead is available during their allocated time to provide additional training, co-teaching or support sessions as well as to signpost staff to examples of best practice from peers. Throughout the year pupils will be assessed against their half termly PIPs, The Small Steps internal assessment system, and relevant EHCP outcomes.

7) Links with other policies and guidance

Early Years Foundation Stage Policy

SEND Policy

Pupil Premium Policy

Behaviour Policy

Timetable guidance

SaLT Service Delivery Model

OT Service Delivery Model

Individual to pupils

PIPS – Personal Intervention Plan

Small Steps Assessment System

EHCPs