



Bracken Hill School

Personal, Social, Health and Economic Education (PSHE)

Author: Mrs Rigley

Policy Type: Whole School

This policy is reviewed biennially to ensure compliance with current regulations

POLICY CONTEXT AND RATIONAL

This policy covers our school's approach to Personal, Social, Health and Economic Education. It was produced by the PSHE coordinator through consultation with the RSE Coordinator, School Phase Leaders, Head Teacher and Governors.

It will be reviewed in September 2024.

The Governors and staff of Bracken Hill School believe that the PSHE Programme should be given the highest priority, in order to facilitate the entitlement of our pupils to a broad and balanced curriculum which addresses pupil's direct experience and preparation for their future.

We recognise that the needs of our pupils are many and varied, that many, by consequence of their special needs, are lacking in confidence, have low self esteem and that some have difficulty in behaving acceptably and in forming appropriate relationships. Therefore, PSHE is an invaluable component of our work and school life in general and is approached from differing and appropriate angles.

POLICY AVAILABILITY

Parents and carers will be informed about the policy through the school's website. If a written copy of the policy is required, this can be obtained by contacting the school office.

POLICY INTENT

Bracken Hill's PSHE Scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their well-being.

Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.

We also aim to cover a wide range of social and emotional aspects of learning, enabling children to develop their identity and self-esteem and become active, confident members of their community.

Bracken Hill's approach to PSHE and citizenship is fully in line with the Learning Outcomes and Core themes provided by the PSHE association Programme of Study for learners with SEND. The scheme of work covers all the required objectives and follows the core areas of Self Awareness, Self-Care, Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I live in.

The scheme of work fulfils the requirements of 2020 statutory Relationships and Health Education.

The scheme of work also encompasses our school ethos and overarching aims to provide our children with opportunities to:

- Make choices and decisions.
- Develop self-esteem and positive self-image.
- Encourage and model care and respect for others and the environment.
- Acquire social skills.
- Teach the knowledge required to live a healthy life and the ability to adapt to changes as they grow physically and emotionally.
- Nurture a sense of belonging to the local, national and global communities.
- Actively promote respect for others.
- Cultivate positive, personal relationships.

IMPLEMENTATION

At Bracken Hill we: -

- Include PSHE as an integral part of the school day, as well as being taught discreetly
- Foster wellbeing and positive mental health
- Provide targeted therapeutic support to those who need it
- Provide healthy meals and a focus on healthy eating
- Provide daily opportunities for exercise and mindfulness activities
- Welcome pupils and visitors into school and classes in a warm & positive manner
- Encourage pupils to develop appropriate relationships with peers
- Encourage classes to discuss problems and negotiate solutions and codes of behaviour
- Recognise and reward socially acceptable behaviour
- Foster cooperative home/school links
- Show awareness of the needs of the local, national & global communities
- Work to reduce all kinds of prejudice
- Are working to acquire Government Healthy Schools Standard Recognition

Bracken Hill's PSHE curriculum is an integral part of our termly topic plans. There are long term plans for each topic across the phases that outline the aspects of the PSHE POS that should be taught across the year. Our approach to learning enables children to recall and build upon previous learning, exploring the underlying principles and applying them to other areas of life and the curriculum.

Wherever possible PSHE is delivered in a creative manner using a varied range of approaches like role-play, discussion, games and safe circles. These activities also help to increase confidence and resilience.

There is also an emphasis on developing vocabulary and using new words and terminology correctly; within the right context.

National Curriculum Programmes of Study are modified to give all pupils "relevant & appropriately challenging work" at each Key Stage.

Within the six sections there will be broad overlap and flexibility through careful planning and teaching. The sections are also divided into topic areas, which are explicitly followed across our long-term planning.

All areas of school life are acknowledged as having opportunities to reinforce PSHE education: These include:

- Assemblies
- Other subject areas
- Lunch/break times
- Rewards System
- Home – School Diaries and Seesaw
- Target setting
- Out of school activities & trips
- Extra-curricular activities
- Every interaction between staff and pupils

IMPACT

Bracken Hill's approach ensures an effective curriculum for well-being; embracing the knowledge and skills needed to ensure a positive impact on the whole child. We aim to raise aspirations and empower our children to overcome barriers they might face in the future.

We support their academic development and progress, but also their confidence and self-esteem, modelling and teaching strategies to enable our children to clearly articulate their emotions and feelings. We strive to give our pupils the skills to be able to evaluate and understand their own well-being and self-care and prepare them for their place within the wider community and society.

EVALUATION AND ASSESSMENT

Assessment and learning opportunities are built into our lessons. We record in books and use photographic evidence. Our termly plans are reviewed at the end of each term and areas for development are highlighted. Formal assessments are collected termly on our Solar system.

Alongside this we also evaluate using:

- Observations of pupil behaviour and interactions
- Lesson observations and learning walks
- Scrutiny of pupils' work
- Autism Progression Framework
- IEPs
- Annual Curriculum Report
- Statutory Annual Reviews
- Records of Achievement

RESOURCES

Our resources are designed to assist with communication difficulties using signs and symbols, visual prompts and computing where possible.

We frequently use:

- Bracken Hill Health Education Library
- Visual Aids
- Online resources
- External Providers
- The PSHE Association

TEACHING RESPONSIBILITIES AND STAFF TRAINING

The programme will be led by the PSHE Coordinator in conjunction with the RSE Coordinator.

Teachers responsible for teaching PSHE will receive training through staff meetings, INSET and external CPD.

Updates will be communicated through email by the PSHE coordinator.

CONFIDENTIALITY AND HANDLING DISCLOSURES

We will set ground rules at the start of every lesson asking children to be mindful of the feelings of others and being careful not to mention individual names and particular circumstances. If a child wishes to discuss an issue with the teacher, this can be discussed at an appropriate time.

Due to the nature of PSHE pupils may require support or advice on a specific personal issue. Teachers cannot offer complete confidentiality and it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.

Wherever possible children's questions should be answered. However, consideration should be given to how to respond to questions.

An anonymous questions box should be made available for children to use particularly, if they're not comfortable raising questions in an open setting.

If a pupil makes a disclosure, the school's safeguarding procedures will be followed.

LINKS TO OTHER SCHOOL POLICIES AND AREAS OF THE CURRICULUM

The policy supports and complements the following policies.

Child protection/safeguarding

- Extremism
- Bullying
- Relationships and sex education
- Online safety
- Drug education and the management of drug-related incidents
- Food and drink

INVOLVING PARENTS AND CARERS

We are committed to working with parents and carers. We will offer support by providing parents and carers with informative materials they can discuss with their child at home.

We will communicate with parents and carers through email/seesaw or by phone calls or face to face meetings where appropriate. We will encourage discussion of topics at home by setting relevant homework tasks and sending information and guidance materials from relevant organisations.

Legislation states that parents have the right to withdraw their children from aspects of RSE which do not form part of the science national curriculum. Guidance on this can be accessed in the RSE policy.

REVIEW DATE – June 2025