

MAPLE MEDICAL PRU

PERSONAL SOCIAL HEALTH EDUCATION POLICY

Healthy School Status – achieved spring 2010
Smoke Free Award – achieved Autumn 2010
Food for Life Bronze Award – March 2011
Enhanced Healthy School status – June 2014
Anti bullying charter mark – Autumn 2014
Snack Right Smile Bright award – November 2014

Background Information

Maple Medical PRU serves a number of clients. Young Parents Centre is for school age mothers with nursery provision for their babies, Joint Agency Support Provision (JASP) Education Centre for KS3 and KS4 pupils with severe and enduring mental health difficulties, Link for pupils who are too ill to be in their mainstream school, the Hospital School for pupils who are physically ill and are either educated at home and the Mulberry Centre for children in KS2 and 3 who have an ASD diagnosis or are on the pathway.

Policy Development Process

This policy has been developed following consultation with parents/carers, pupils, staff and Management Committee members. The policy has been developed in line with DCFS, QCA and OFSTED guidance, including the Every Child Matters agenda.

Policy Statement

The National Curriculum QCA states that 'Personal Social and Health Education (PHSE) is a planned programme of teaching and learning that promotes pupils' personal and social development and their health and wellbeing. It helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

Personal and Social education in KS3&4 covers a wide subject area which can be defined as having 5 statutory and 2 non statutory categories;

Statutory

Personal, Social and Health
Work related learning
Careers
Enterprise
Financial Capability

Non statutory

Personal wellbeing
Economic well being

Any investigation of the above themes will not necessarily take place within the timetable. Content is only part of the Personal and Social Education Curriculum. It is concerned with qualities, attitudes, knowledge, understanding, abilities and skills in relation to oneself and

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others, social responsibility and morality. It should help prepare pupils for an active life in the future in their involvement in family, social, economic and civil life.

The latest DFE guidance 'PHSE Education, a review of impact and effective practice (2015)' states;

There are a number of mechanisms through which PHSE education can make a difference. It is commonly accepted that non-cognitive or social skills play an important part in success at school and in employment. (Feinstein and Duckworth 2006, Heckman and Rubinstein 2011). PHSE education provides an opportunity to provide or enhance skills such as perseverance, conflict resolution, emotional intelligence, self-management, self-respect, team work, locus of control, time and stress management.

A review of the impact of pupil behaviour and well-being on educational outcomes as rated by their parents found that pupils with greater emotional, behavioural, social and school well-being had on average higher attainment and were more engaged with their schooling even after controlling for variables such as deprivation. (Guteman and Vorhaus 2012)

The curriculum at Maple is intended to incorporate those aspects of PSHE that are particularly relevant to our pupils. Part-time education and absences for maternity leave, hospital admissions, appointments and illness mean that at best we can only deliver a limited curriculum. It is intended that a core of the PSHE curriculum would be studied by the majority of pupils and it is the aim of the document to highlight those key areas

It is recognised that PSHE is the most important part of the cross curricular dimensions and it should be valued whether it is delivered as a time tabled lesson or explored as part of everyday discussion.

Aspects of PSHE are also delivered to pupils via other subjects such as Health and Social Care, Religious Studies and General Studies as well as during informal sessions such as morning meetings and with the learning mentor, CAMHS peer support worker, school nurse and the Participation advisor on a 1:1 basis.

Teaching and Learning Styles

The flexibility and range of the talents of staff and visiting professionals with Maple ensure a diverse approach to the teaching of PSHE.

It is important that pupils understand that everyone's contributions, including their own, deserve attention. This can be achieved by ensuring a supportive context for their work. There should also be the opportunity to work in groups (with a changing emphasis of dynamics and leadership if possible) and to explore personal and social experience through role play.

Resources such as newspapers, television, video/DVD and the internet are a valuable asset to the teaching of PSHE. Visiting speakers form an important part of the ethos and structure of learning so their input will form an integral part of the PSHE curriculum.

There are also displays of relevant information leaflets from a wide variety of outside agencies which are accessible to all pupils and these agencies can be contacted with the help of the learning mentor if a pupil requests additional help. Pupils are informed about health and wellbeing awareness days/weeks throughout the year to enable topics to be

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discussed either in PSHE lessons or in morning meetings by staff at Maple or visiting speakers.

Pupils can and have been supported by Maple staff when accessing help from outside agencies , for example Healthy Lifestyles appointments at DRI.

Aims, Values and Purposes

In PHSE, in common with other NC subjects, pupils work towards the following aims, values and purposes;

To become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

To relate to:

- Ourselves as individuals capable of spiritual, moral, social, intellectual and physical growth and development
- Our relationships, as fundamental to the development and fulfilment of happy and healthy lives and to the good of the community
- Our society, which is shaped by the contributions of a diverse range of people, cultures and heritages
- Our environment, as the basis of life and a source of wonder and inspiration that needs to be protected.

To

- Promote and pass on essential knowledge, skills and understanding valued by society to the next generation
- Be relevant to young people and prepare them for the here and now, for the next phase of their education and for their future.
- Widen horizons and raise aspirations about the world of work and further and higher education
- Make pupils more aware of, and engaged with, their local, national and international communities
- Help pupils recognise that personal development is essential to wellbeing and success.

The unique nature of Maple means that PSHE forms a major part of the curriculum already. The purpose of this document is to identify those areas already covered and consolidate them into the general school policy in PSHE. The constraints of time mean that our PSHE curriculum is not exhaustive but will cover themes considered relevant to the needs of each area of Maple. For example, pregnant school girls, teenage mums, children with severe and enduring mental health issues and physical illnesses will learn about issues which will help them to cope with life after school.

Responsibility for PSHE

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Teachers are responsible for delivering PSHE.

All the teachers in the hospital school deliver PHSE to pupils as relevant.

Outside Speakers

Regular professionals involved with Maple;

Teenage Pregnancy Midwife:

The Teenage Pregnancy Midwife forms an important link between the hospital and Maple. As well as addressing personal concerns regarding their pregnancy she delivers sessions on pain relief, the developing baby, normal labour, methods of feeding and general preparation for the birth.

School Nurse

The School Nurse comes into Maple once every half term to run a drop in service for any pupil who wishes to see her to discuss health/emotional issues on a confidential basis. To raise awareness on health topics such as smoking, alcohol, drugs and sexual health, the School Nurse brings in an information board which all pupils are able to access.

CEOPS (Child Exploitation and Online Protection Service)

CEOPS come in to speak to all pupils about internet safety and to raise awareness about child sexual exploitation.

Participation Service:

The students have several informal interviews with the Participation adviser in Maple. Further interviews are arranged at the discretion of either party. We will ensure a visit to Doncaster College and if requested any other local colleges that pupils are applying to. The pupils at JASP have CAMHS peer support workers during their final two terms and over the summer holidays prior to their post 16 placement. This involves group work, 1:1 interviews, support with travel and accessing post 16 placements and activities during the Autumn break. The Learning mentor will also provide information on childcare. Liaison between involved partners continues throughout the year. Our Preparation for Working Life course involves preparation of a CV, an accompanying letter, a write up on interview skills and a personal statement.

Project 3:

Project 3 visit Maple as requested to talk about topics such as sexual health, drugs and alcohol misuse and smoking. If needed, pupils can be signposted to them for support.

Sexual Health Clinic:

A Sexual Health Worker based at East Laithgate House will attend Maple to talk about sexually transmitted infections, contraception and other issues relating to sexual health as requested. They have spoken to KS4 pupils about the importance of testing for STIs and brought in kits to enable pupils to carry out a test. Where necessary pupils can be signposted to the Sexual Health Clinic for support.

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South Yorkshire Fire and Rescue Service – The fire service come in to make our pupils aware not only of fire safety but also of dangers of cars – joyriding, accidents etc.

Outside Agencies Involved:

Agencies:

- St John's First Aid
- Doncaster College
- Project 3
- Public Safety Unit
- Food Educator
- CAMHS
- E Safety coordinator
- School nurses
- Early Years
- PCSO – Lifewise
- DRASAC – Domestic Violence and Abuse
- CSE (Child Sexual Exploitation)
- Participation Service

Business Links

- Work Experience
- Training agencies e.g. Engage training

Fundraising for School

Pupils are encouraged to participate by producing goods and helping to sell them. Pupil Voice will decide what they need to raise funds for and decide upon an activity such as coffee mornings and sponsored walking.

Fundraising for Charities

We do many activities to raise money for charities throughout the year. Each part of the service has at least two charitable events per year. Children in Maple and the Hospital School participate in fundraising for 'Children in Need' and 'Comic/ Sport relief'.

Outside Visits

A series of visits are arranged when staffing and transport permit.

Visits to date have included;

- Caythorpe Court residential
- Hospital – Maternity Suite
- Leisure Centre – The Dome
- Brodsworth Hall
- Family Hubs

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- Magna
- The Deep
- Theatre e.g. Blood Brothers
- Sexual Health Clinic
- Food producers/ farms, school kitchen
- Yorkshire wildlife park
- Project 3
- CAST Theatre
- Local swimming
- Sandall Beat Wood
- Sundown Adventureland
- Cusworth Hall
- Conisborough Castle
- Hatfield Moor

Other activities

- School council/ Pupil Voice
- Morning meetings – discussion of spiritual, cultural, social and moral issues
- My money week
- Anti-bullying week
- E safety day
- Celebration of religious and cultural days/ festivals
- ASDAN
- Mental Health Week
- Hospital play week
- DRI smoking cessation week

Monitoring and Assessment of PHSE

The curriculum is monitored by the person responsible for the teaching and progress is reported back to senior staff and parents/carers via termly reports.

Date of policy: October 2017

Date of review: October 2019

Signed

Management Committee.....

Head teacher.....