

Maple Medical PRU

Personal Social and Health Education Policy

Aims:

The Personal Social and Health Education Policy aims/intends to:

Enable our pupils to relate well to others, to have understanding of themselves and to make a positive contribution in school, and to be increasingly active citizens who make a positive contribution to society.

Ensure that pupils become successful learners, by engaging them in their own learning and encouraging them to have a positive attitude towards learning.

Enable pupils to progress, achieve and to become confident/ resilient individuals who are able to live safe, healthy and fulfilling lives.

Equip pupils with the spiritual, moral, social, intellectual and physical knowledge and skills to enable them to thrive and succeed in life.

Promote and pass on essential knowledge, skills and understanding valued by society to the next generation.

Ensure that teaching and learning is of the highest quality and is relevant to young people, preparing them for the here and now as well as widening their horizons and raising their aspirations about the world of work and further education.

Help pupils recognise that personal development is essential to wellbeing and success and will equip pupils for life in their community, modern Britain and the wider global society.

Principles/values/connections to wider school aims:

This policy is based on the Maple Vision, Values and Aims which is our commitment to:

- Creating an educational provision which is safe, caring and nurturing and enables pupils to learn and staff to grow

- Respect equality, individuality and achievement at all levels of ability and age
- Provide a happy and stimulating environment where pupils can achieve their full potential
- Remove as many barriers to learning as possible
- Have high expectations of teaching and learning and reward achievement.

This policy is written in conjunction with the School Development Plan and supports these specific aims within those documents in the academic year 2019/2020:

For all teachers to share good practice via peer observations

Ensure all pupils have access to an appropriate KS2/KS3/KS4 curriculum, including Mulberry and The Hospital School

Measure progress of SEND pupils

Procedures and practise

Intent (Aims and purpose)

The aim of the PSHE curriculum

Pupils 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

Pupils 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, culture 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 children 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
- To enable all pupils to value and be aware of their own personal safety, whether, physically, emotionally or socially.
- Make pupils more aware of, and engaged with, their local, national and international communities
- To create responsible citizens with awareness of social issues such as inequality, prejudice and discrimination
- Pupils to become more open minded and willing to question their own assumptions and consider the opinion of others
- To encourage pupils to work collaboratively and think independently when engaging in all lessons and class debates
- To use teacher modelling to encourage pupils to demonstrate manners, respect and tolerance.
- For pupils to achieve the best results possible, whether verbal, written or qualification based.

Implementation

- All pupils to receive at least one weekly lesson
- Pupils are split and taught in their respective key stages KS3 and KS4 and in their own classes. Groups may be combined when outside speakers come into Maple
- Long-term and medium-term planning is the responsibility of the individual teacher but is co-ordinated across Maple to ensure continuity, development and to ensure the pupils receive a broad and balanced curriculum.

- A variety of teaching and learning methods are used including individual, group and written work, which may also include talks given by outside professional agencies
- Pupils may work towards completing AQA unit awards for some aspects of the PSHE curriculum when appropriate
- There are five statutory and two non-statutory components of the curriculum:
 - Statutory - personal, social, health, work related career enterprise, financial capability
 - Non-statutory – personal wellbeing, economic wellbeing
- The curriculum is based on the new requirements as outlined in the new government guidelines for PSHE taking affect from September 2020 which formalises the expectations of SRE. This includes new guidelines on the parental withdrawal of pupils from Sex Education lessons.
- 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 will be implemented and studied by the majority of pupils.
- By the end of KS4 pupils will develop subject knowledge in the following areas:
 - Mental wellbeing
 - Internet Safety and Harms
 - Physical Health and Fitness
 - Healthy Eating
 - Drugs alcohol and tobacco
 - Health and prevention
 - Basic First Aid
 - Changing adolescent bodies
 - Online and Media
 - Being Safe
 - Intimate and sexual relationships, including sexual health

- Maple has links with a variety of outside agencies, speakers from these come in and deliver PSHE sessions during each academic year in conjunction with the PSHE curriculum.
- One of the teachers organises all outside agency visits to school and facilitates certification for Maple Medical PRU pupils in conjunction with the PSHE syllabus
- Cross- curricular links are highlighted and the skills and knowledge of staff from other subjects are incorporated into teaching this subject e.g. health and social, science, careers, lifeskills and specific input from nursery staff for YPC pupils
- Targeted intervention is used to raise awareness and achievement of any pupils who are not making expected progress.

Impact

- Improvement in pupil`s personal and social development and their health and well being
- Pupils to achieve understanding of relationships and this includes sexual relationships
- Prepare pupils for an active life in the future and as part of the wider society and/or community
- Pupils to develop verbal communication skills and how to co-operate successfully having empathy for others.
- An opportunity for safer and better decision making for now and in later life
- Achievement of AQA Units of Accreditation, the AQA QCF Entry Level Award and Certificate and individual certification e.g. St. Johns Ambulance First Aid certificates.

Roles and Responsibilities

PSHE is taught throughout Maple to every year group for at least one hour per week which includes formal lessons, morning meetings and whole Maple assemblies. There are two teachers delivering the PSHE curriculum as one

lesson a week for each class. One teacher is responsible for delivering the syllabus to KS4 and the other teacher delivers one lesson a week to KS3.

- The Hospital School deliver their own curriculum as and when relevant to the pupils in hospital.

Staff in Mulberry deliver PSHE lessons, however all pupils are sometimes brought together, for example when outside speakers visit Maple. KS2 Mulberry PSHE lessons are generally for 30 minutes weekly.

- Life-skills are taught to Year 10 for a double lesson every week
- The Learning Mentors offer a planned programme of information, advice and guidance for post-16 education and training and careers
- A Management Committee member is responsible for: observing lessons, for discussing teaching and learning, subject strengths and areas for development and for reporting back to the MC.

Equal Opportunities:

All pupils in KS3 and KS4 have access to PSHE, however the number of lessons attended is dependent on their medical conditions/numbers of days or sessions they are able to attend.

Lessons are usually delivered to both genders, however single gender lessons may be delivered as appropriate

The recent changes in the right to withdraw a child from aspects of this syllabus as follows:

- Parents/carers have the right to withdraw their child from part or all of the sex education delivered as part of RSE unless the SLT feel there are `exceptional circumstances`
- Parents/carers are able to withdraw their child until three terms before their child turns 16. After that it is the child`s decision
- If a pupil is withdrawn then Maple staff need to ensure that they receive appropriate, purposeful education during the withdrawal period

Health and safety:

At Maple we are aware that pupils with severe and enduring mental health issues may find some aspects of the course difficult. Pupils are told at the beginning of the course, and via regular reminders that they can leave the room at any point if necessary.

Teaching:

PSHE is taught via direct teaching, interactive learning and independent research guided by key questions.

It is also taught via a range of outside agencies and regular professionals involved with Maple:

Midwife

Health visitor

School nurses

Participation service e.g. Doncaster College/careers hub

Project 3

Food Educator

Sexual Health Clinic

CAMHS

CSE and CEE Rotherham, Doncaster and South Humber NHS Foundation Trust

St John`s First Aid

Lifewise

South Yorkshire Police and South Yorkshire Fire Services

Chinese New Year – Confucius Institute Sheffield

E safety co-ordinator

School nurses - half termly drop in, with an information board for all pupils as well as advice on a range of topics including sexual health, diet, smoking, drugs and alcohol

DRASAC

CEOPS (child exploitation and online protection services)

Other Activities:

Pupil Voice (School Council), morning meetings- discussion of spiritual, cultural social and moral issues, my money/financial education, anti-bullying week, e-safety, celebration of religious and cultural days/festivals, life-skills, mental health week, water safety, joy riding, hate crime, Hospital Play week, DRI smoking cessation week, etc..

Organisation:

1-hour lesson per week per class is allocated to PSHE. Lessons are sometimes grouped together for outside agencies and speakers to address the pupils e.g. first aid. Sometimes aspects of the curriculum are covered in 15-minute morning meetings with pupils, but this is flexible.

Also, there are further agencies that may cover PSHE as and when relevant to the needs of the student for example via CAMHS peer support worker, school nurse and the participation advisor on a 1:1 basis.

Resources

The PSHE curriculum uses a combination of written, news articles, work booklets, ICT based resources. Outside speakers from professional agencies deliver a variety of talks and qualification-led courses e.g. St Johns Ambulance First Aid to support pupils in their learning.

Resources are reviewed and revised at the end of each academic year and updated as necessary.

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 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.

Assessment

Pupils are assessed using a variety of techniques including through verbal discussions as well as with work which includes unit award booklets which are marked by the class teacher.

Other forms of assessment for all pupils involve, teacher- marked, peer- marked or self- marked. Verbal feedback is given on spoken responses from the teacher and other pupils. The teacher gives both written and verbal feedback on homework.

There are no half termly assessments in this subject, but progress is monitored by the class teacher and interventions are put in place if necessary.

Three times a year a formal report is sent to the parents/carers and mainstream schools.

Monitoring and evaluation:

The PSHE curriculum is monitored and evaluated by the teacher at the end of each year, results are analysed and amendments to the curriculum made.

The SLT monitor the curriculum via discussions with the teacher, formal and informal lesson observations, learning walks looking specifically at pre-determined areas of the curriculum, peer-on-peer observation, drop ins, work scrutiny and appraisal and CPD discussions. A member of the SLT from another school joins formal lesson observations to make their own quality judgement and have moderation discussions with the Maple SLT

Monitoring and review of policy:

The SLT/ management committee are responsible for the monitoring, the implementation of this policy and for reviewing the policy. This is done via observation, discussions at appraisal/CPD meetings, review of record keeping and discussions with the management committee members during monitoring

visits. This policy is formally reviewed every two years by the Management Committee.

Management Committee approval and review dates:

This policy was last reviewed by the Management Committee on

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Next review date due_____