



**Personal, Health and Social
Education Policy
(PHSE Policy)**

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Statement of Intent

We believe that a strong PHSE education is important to help our pupils develop into well-rounded, valued members of society, who are able to make a positive contribution to their community. At High Park our PHSE curriculum is strongly tied to our Relationship and Sex education (RSE) and our Social, Moral, Spiritual and Cultural and British Values Policy.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

This policy reflects the beliefs of the governors and staff and the implementation of this policy is the responsibility of all members of the High Park School Community.

Mission Statement

At High Park School we:

Respect, trust and value ourselves and each other.

Aim for our personal best and share in our successes.

Hear every voice.

See change as a chance to grow.

Make learning fun.

Our Vision:

We believe that every child and young person is a unique learner and must have a personalised learning pathway which will promote progress in every aspect of their development. The bespoke child-centred curriculum has communication and interaction at the heart of all teaching to enable deep, life-long learning.

We are committed to creating a school which:

- maintains the highest personal expectation of all, recognising and developing strengths and talents
- ensures that creative and inspirational teaching promotes active learning, independence, flexibility and resilience
- provides a learning environment that promotes positive behaviour and teaches skills in emotional and physical well-being
- develops curious, inquiring and creative minds through a meaningful and relevant curriculum
- develops a sense of self and others as members of the learning community

- delivers innovative teaching using an integrated *multi-disciplinary approach which is grounded in current research*
- builds and sustain strong partnerships for the benefit of the whole community
- celebrates the success and achievements of all

The School will implement this policy in conjunction with the following policies –

- RSE Policy
- Safeguarding Policy.
- Online safety Policy.
- Behaviour Policy.
- Anti-bullying Policy.
- British Values Policy.
- Teaching and Learning Policy.

This policy will also have due regard to the following guidance:

- Current DfE “Keeping Children Safe in Education”
- DfE ‘Working Together to Safeguard Children’ July 2018
- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2013) Personal, Social, Health and Economic Education
- DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
- DfE (2013) ‘Science programmes of study: key stages 1 and 2’
- DfE (2021) ‘Teaching about relationships, sex and health’

1. Key Roles and Responsibilities

- 1.1. The governing body has overall responsibility for the implementation of the school's PHSE Policy.
- 1.2. The governing body has overall responsibility for ensuring that the PHSE Policy, as written, does not discriminate on any grounds, including but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The governing body has overall responsibility for reviewing the PHSE Policy annually.
- 1.4. The Principal has responsibility for handling complaints regarding this policy, as outlined in the Complaints Policy.
- 1.5. The Principal will be responsible for the day-to-day implementation and management of the PHSE Policy.

- 1.6. The PHSE co-ordinator is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PHSE education that achieves the aims laid out in this policy.
- 1.7. As required by statutory guidance, the governing body and Principal will consult with parents to ensure that the RSE and PHSE policies reflect the needs and sensibilities of the wider school community.
- 1.8. High Park will work with parents and carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from PHSE and RSE education.

2. Aims of the PHSE Curriculum

2.1. Pupils will learn to:

- Understand what constitutes a healthy lifestyle.
- Understand safety issues, both in real life and online.
- Develop responsibility and independence within school which they will take forward into their future lives.
- Be flexible and resilient in new and unplanned situations.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand British values including democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.

3. Curriculum Content and Delivery

At High Park School we follow the *PSHE Association's* SEND PSHE Planning Framework. This framework is arranged under the following 6 headings:-

1. Self Awareness
2. Self Care; Support and Safety
3. Relationships; Managing Feelings
4. Relationships; Changing and Growing
5. Healthy Lifestyles
6. The World I Live In

Intended learning outcomes in the PSHE Planning Framework have been identified in progressive stages; starting with the first stage 'Encountering' where there is effective engagement in the learning process through to the final stage 'Enhancement' where learning is generalised and transferable .

Each stage builds on the one before and assumes that the pupil has met the previous stage's outcomes, in some cases introducing new or additional learning in successive stages.

There are four Corner Stones of development that must be embedded into everyday practice and provision;

- Public and Private
- Self and body awareness
- Positive Physical Touch
- Emotional Regulation

Where appropriate and in a meaningful way pupils are encouraged to take part in fundraising and school events such as coffee mornings and school fairs.

4. Timetabling and Cross-Curricular Teaching

- 4.1. PHSE is cross-curricular and fully embedded into all teaching
- 4.2. Where appropriate aspects of PHSE will be taught in discrete lessons such as Boys/Girls Group or specific targeted work for individual pupils or small groups.
- 4.3. We recognise that the national curriculum age-related expectations are not appropriate for many pupils with special educational needs and disabilities (SEND). In which case, the school ensures the curriculum is broad, balanced and differentiated to suit all pupils' needs. A copy of the school's curriculum is available upon request.
- 4.4. The school plans its curriculum with communication, early literacy and numeracy and PHSE at the core of all learning

5. Partnership Working

- 5.1. We collaborate with pupils, parents/carers, the school nurse, paediatricians, clinical psychiatrist, social workers and colleagues from respite/residential services. This enables pupils to transfer their learning in PHSE into all aspects of their life.

6. Reporting and Confidentiality

- 6.1. Every lesson should reinforce the school's Safeguarding procedures and that every effort is taken to ensure that pupils know that they can seek support and advice from staff across the school.

- 6.2. Where there are safeguarding issues raised either by a pupil, a member of staff or a visitor the school safeguarding procedures must be followed.

7. Assessment

- 7.1. Pupils' knowledge and understanding is assessed through observations during discrete lessons and observations of lessons where learning in PHSE is embedded into cross curricular learning.
- 7.2. Assessment is carried out routinely through the year in accordance with our assessment calendar and targets are adjusted accordingly.
- 7.3. Progress in Provision (PiP) Targets have replaced Individual Education Plan (IEP) and records the small incremental steps of progress required to achieve the Annual Targets which are set as part of the Educational Health and Care Plan review process. The Annual Targets are devised from the End of Key Stage Targets reviewed during the EHCP meeting. Progress within PiP targets is recorded in pupils Evidence of Progress Books recording progress in the 4 areas of need as identified in the SEND Code of Practice and in English, Maths, Science and PHSE.

8. PHSE Coordinator

- 8.1. The PHSE coordinators will:
- Raise awareness amongst teachers and other staff of their contribution to the pupils' personal and social development.
 - Agree the overall aims, objectives and priorities of the PHSE curriculum.
 - Establish a shared view of best practice to which all pupils are entitled.
 - Develop and review this policy.
 - Agree the priorities for pupils' personal, health and social development.
 - Identify the major opportunities for meeting these priorities across the curriculum.
 - Provide appropriate support and training for teaching and learning staff.
 - Monitor the PHSE programme through lesson observations, learning walks book scrutiny and monitoring of target setting.
 - Evaluate the PHSE programme via feedback in staff meetings, staff questionnaire and pupils' response to lesson delivery and content.
 - Carry out a continuous process of review and development of the programme as part of the annual cycle of school improvement.
 - Attend relevant courses and network meetings.