



North Ridge High School

PSHCE Policy



Curriculum Policy for PSHCE
Equality Statement
<u>Equalities Act 2010</u> Equalities Act 2010 The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality. All policies at North Ridge take account of this Act.
UNICEF Rights of The Child
<u>Rights Respecting Schools</u> All PSHCE units will have articles from the UN Convention on the Rights of the child identified. The rights linked to a particular unit of work need to be explicitly taught to the pupils in order to develop their understanding of their rights and the rights of all children. Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously. Article 29 (goals of education) Every child has the right to an education that must develop their personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
INTENT
Purpose/Rationale <ul style="list-style-type: none">• PSHCE education helps to prepare our pupils to live as independently as they can and supports them in making informed and safe choices about their lives.• This PSHE Policy works with, and alongside, our RSE, Behaviour and Safeguarding Policies.• Teaching about mental health and emotional wellbeing as part of a comprehensive PSHE education curriculum is vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies.
Overview
All learning at NRHS is based on the principle that people should treat each other with respect whatever their gender, race, sexual orientation, religious belief, educational need or disability. In PSHCE pupils are taught to develop a positive attitude towards themselves and other people with a focus on our shared values. By building resilience and self-esteem pupils learn not be influenced by the negative peer pressure they may encounter and to think for themselves. PSHCE provides valuable opportunities for discussing and questioning within the context of learning based on knowledge and understanding. This is in line with Prevent Strategy which is embedded within PSHCE and the whole curriculum.
Aims <ul style="list-style-type: none">• PSHCE education is a planned, developmental programme of learning through which our pupils acquire the knowledge, understanding and skills they need to make decisions and manage their lives.

- PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.
- Our PSHE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their mental health and emotional wellbeing and their behaviour and safety and our statutory responsibility in promoting their wellbeing.
- The learning provided through our PSHE education provision is an essential contribution to the safeguarding of our pupils.

Identified pupils will participate in additional targeted intervention work to develop their ability to interact positively with each other - nurture group - and to develop their understanding of how to keep themselves safe - CSE interventions.

IMPLEMENTATION

Teaching & learning

KS3

PSHCE follows a three year cycle in KS3 and is allocated 2 lessons a week.

KS4

PSHCE follows a two year cycle in KS4 and one lesson a week is carried out. Pupils work towards AQA PSE Entry Level.

KS5

PSHCE follows a 3 year and is allocated 2 lessons a week.

ASD

PSHCE follows a two year cycle and is allocated 2 lessons a week.

Experiential

PSHCE follows a 3 year and is incorporated into other curriculum areas such as Core, Cooking and Open Futures in the Experiential classes.

Planning

Planning is in line with the school planning policy. Lessons cover topics set out in long term plans and teachers follow the guidance provided in Rubrics, AQA syllabus in KS4 and, if appropriate, ASDAN accreditation in KS5.

Lessons include a range of topics related to four key areas.

- Health and Wellbeing
- Relationships
- Living in the Wider World
- Citizenship

Planning and lessons have clear learning objectives, success criteria and be suitably differentiated.

IMPACT

Knowledge, Skills and Understanding

When moving through key stages at NRHS pupils will:

Develop self - confidence and self -responsibility.

Develop a safe and healthy lifestyle.

Develop the ability to form good relationships.

Will receive opportunities to consider issues which may affect their own lives and the lives of others.

Learn to respect the differences between people.

Be independent and responsible members of the school community.

Be positive and active members of society.

To recognise economic wellbeing.

Pupils will achieve P level and National Curriculum related progress.

PSHCE is taught to all pupils regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of pupils with learning difficulties. When teaching PSHCE we take into account the targets set for the pupils in their Individual Education Plans.

Assessment, Recording and Reporting

KS3:

- Work files / work books
- Records of Achievement
- B-Squared assessment tool

KS4:

- Work files
- Accreditation AQA Entry Level PSE
- B-Squared assessment

KS5 / ASD / Experiential:

- Work files
- B-Squared assessment

Staff Development

All staff receive training regarding PSHCE if appropriate to SDP priorities or new curriculum guidance from the government.

Peer mentoring and observations are well used to support the development of staff skills in teaching PSHCE.

Resources

Planning and lesson resources are available on the staff shared areas.

The PSHCE coordinator is available to support teachers with appropriate resources.

Monitoring and evaluation

The Executive Head teacher, Head teacher, Assistant Heads, the PSHCE Co-ordinator, Assessment Co-ordinator and teachers, monitor PSHCE. Having identified priorities, the SMT and PSHCE Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors: 27/1/2020

Date of review: Jan 2022