



Villa Real School
together we achieve

PSHCE Policy 2020

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Signed & Adopted by the Governing Body:

Chair of Governors

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RATIONALE

This policy is a working document which provides guidance and information on all aspects of PSHCE in the School for staff, parents/carers and Governors. To be accessible to all of these groups the document needs to be available on request and presented in a way that is easy to understand.

MORAL VALUES AND FRAMEWORK

Personal, social, citizenship and health education (PSHCE) is a planned programme of teaching and learning that promotes pupils and students' personal and social development and their health and wellbeing. It links closely to the teaching of Relationships Education (Key Stages 1 and 2) and Relationships and Sex Education (Key Stages 3 and 4), which is compulsory from September 2020 – however, Villa Real School is already well placed in their early delivery of it pre-September 2019 . It helps to give pupil's 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. Citizenship it helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community.

At Villa Real school we actively promote a whole school approach to PSHCE and Citizenship as it is at the centre of all teaching and learning. PSHCE is evident in all area of school life, is central to our aims and underpins the ethos of the School, reaching out into the wider community. We therefore consider it essential to identify those everyday opportunities, but also plan special events and activities. A programme of visits and visitors are paramount to providing a breadth of opportunities, experiences and challenges to further enrich the children's lives.

TEACHING AND LEARNING

Varying strategies and approaches will be used to ensure maximum accessibility to PSHCE programme, and will vary from class to class; often with targets written in the child's short term targets, which are reviewed each term. These strategies may include small group work, whole class or individual work, using materials and resources that pupils and students can understand through sight, touch, sound, taste or smell. Other strategies include:

- immersing students in real life learning of skills which supports the use and consolidation of such skills. This also provides an opportunity to demonstrate their understanding.
- organising a range of activities to compensate for a lack of first hand experiences, for example DVD's, computer programs
- active learning through role play, visits, drama, puppets, discussion in pairs or as a group, social modeling and thought showers

- using ICT, visual and other materials to increase pupils and students' knowledge of their personal surroundings and the wider world, for example, through sensory stories
- providing augmentative, alternate communication systems to aid individual pupils and students and students
- using specialist aids and equipment, adapting tasks or environments, or providing alternative activities, where necessary
- encouraging support from adults or other pupils and students, whilst giving pupils and students space and freedom to do things for themselves and allowing time to respond
- use of consistent and sensitive responses and support of staff to ensure proper access to learning opportunities
- being aware of the pace at which pupils and students work and of the physical effort required
- balancing consistency and challenge, according to individual needs.
- giving opportunities to make choices and have control in all or most activities
- a supported work experience programme in the community, in KS4 and 5

Across the Key Stages we offer learning within six areas, within the discreet PSHCE / RSE lessons;

1. **Self-Awareness;** *Me, who I am, my likes, dislikes, talents and interests*
2. **Self-care, support and safety;** *Looking after myself, and keeping safe, this includes aspects of Relationship and Sex Education*
3. **Relationships: Managing Feelings;** *Understanding feelings, and that how I feel and how others feel affects choices and behaviour, this includes aspects of Relationship and Sex education*
4. **Relationships: Changing and Growing;** *How I see others are changing, new opportunities and responsibilities, this includes aspects of Relationship and Sex education*
5. **Healthy lifestyles;** *Being and keeping healthy on the 'outside' and on the 'inside'*
6. **The World I live in;** *Living confidently in the wider world*

Villa Real School's PSHCE curriculum offer encompasses discreet lessons alongside additional interventions and learning across the curriculum. Each Autumn first half term all Key Stages follow their relevant Careers scheme of work – which ensures our school is following the Gatsby Benchmark recommendations. Students participate in large numbers of extra-curricular activities to enrich their learning, in real life situations, within their community. The student's learn about Citizenship through a number of initiatives within school – School council, student leadership opportunities and through the provision of staff dedicated to supporting 'Pupil Voice' across all learning opportunities – no matter their level of expressive communication – all needs are met.

ASSESSMENT, MONITORING AND REPORTING

- through evaluation of Medium Term Plans (Termly)
- through ASDAN Accreditation (Yearly)
- R.E.A.L. Assessment / reporting schedules incorporating attainment across all areas of development as they impact so greatly upon one another (Termly evaluations of short term targets and end of year report to parents/carers)
- through Annual Reviews
- Performance Descriptions (B Squared Assessment)

Assessment will be gathered based on a variety of evidence, including some of the following:

- self-assessment
- peer assessment
- individual written work
- group work
- pre-prepared worksheets
- discussion
- role play
- observation

EQUAL OPPORTUNITIES

Life Skills and careers education equip young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively.

MOST ABLE

Pupils who have been identified as Most Able will have specific strategies and interventions appropriately planned by the class manager and overseen by Senior Management to ensure that their specific needs are met.

PSHCE AND BRITISH VALUES

Villa Real is committed to working closely and in harmony with its community and celebrating the diversity of the UK. We aim to prepare our students for life in modern Britain and to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs (including none).

Through the ethos of our school, we encourage students to accept responsibility for their behaviour, to show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the

school, and to society more widely. We actively challenge opinions and behaviours that are contrary to fundamental British values.

Our RE Curriculum teaches about a range of faiths, beliefs and cultures.

Other related policies and documents include: The Relationship and Sex Education Policy, Anti-Bullying Policy, Drugs Education Policy, Child Protection Policy, Single Equality Policy, CEIAG Action Plan, SMSC Policy, Character Education Policy, Mental Health and Wellbeing Policy.