



Jockey Club Sarah Roe School
賽馬會善樂學校

Policy on Personal, Social and Health Education (PSHE)

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Policy on Personal, Social and Health Education (PSHE)

Purpose

The PSHE policy has been developed to encourage and promote attitudes, practices and understanding conducive to good health, social skills, self-esteem and a sense of responsibility.

Rationale

Personal, Social and Health Education is an essential part of the school's curriculum. Its framework supports students through their social, emotional, physical, and moral development. The PSHE policy has been developed to encourage and promote attitudes, practices and understanding conducive to good health, social skills, self-esteem and a sense of responsibility. Staff needs to review their practice frequently, in light of the cultural and religious needs of their students.

Aims

The aim of our policy is to develop the full potential of every child in order to enable him or her to live a useful, effective and happy life, while considering the needs and well-being of others. Our policy is concerned with developing students' skills, knowledge and understanding necessary for the achievement of maximum personal and social independence.

The aims of the PSHE curriculum are to:

- Develop students' independence in eating, drinking, dressing and personal hygiene
- Promote independent thinking
- Develop social skills
- Encourage socially acceptable behaviours
- Develop students' personal identities, confidence and self-esteem
- Encourage sharing and cooperation
- Develop respect for one's self, others and the environment
- Promote a sensitive and caring attitude towards the needs of others

At JCSRS we encourage individual responsibility, awareness and informed decision making. For those of our pupils who are not able to manage their own care, we aim to enable them to

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make choices. We provide a high standard of instruction, working closely with parents and carers. We believe our pupils will have the ability to develop a healthy lifestyle if we work in partnership with parents, discussing ideas, planning programmes and carrying out work in cooperation.

Objectives

The PSHE curriculum will provide students with opportunities to:

- Develop independence (e.g. behaviourally, physically, socially)
- Acquire information (i.e. perspective taking, questioning, exploring)
- Explore and develop attitudes, values and beliefs (e.g. sense of self, pride, confidence)
- Develop and practice skills (e.g. dressing, feeding, social, play, attention)
- Understand and manage emotions or feelings (e.g. communicating, requesting breaks, expressing affection appropriately)

Our curriculum in PSHE:

- Is developmentally appropriate and covers the whole of a child's school career
- Uses participatory methods that encompass the above core elements to build self-esteem and influence behaviour
- Takes place in an enabling environment that supports difference and mutual respect

Curriculum Provision

Six classes (primary classes and early secondary classes) use PYP curriculum framework. The staff reference the UK National Curriculum for content. Secondary classes use Asdan Programme. Staff will ensure that agreed consistent practices are used throughout the day and across the school. Particular emphasis will be placed on the following.

Self Help Skills

Eating
Drinking
Dressing
Toileting
Menstrual Care
Personal Safety

Character Development

Self-awareness
Self-esteem
Confidence
Socially acceptable behaviours
Social Skills
Respect for self and others

Community Awareness

Road safety
Shopping
Eating Out
Using public transport
Vocational training
Building healthy relationships

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Planning

The teachers will work closely with the nurse and occupational therapists to draw up appropriate programs for students. For students who require particular foci on areas of PSHE, targets will be identified in the Individual Pupil Plans (IPPs).

Teachers use the UK National Curriculum and ASDAN as references for teaching content and teaching activities.

- The Key Stage 1 to 3 teachers will use the National Curriculum as references. PSHE will be taught through a cross-curricular framework. Lessons may take place during circle time, in social groups, or within the Primary Years Programme (PYP) units of inquiry.
- The Key Stage 4 students will follow the ASDAN Programme. PSHE may be included in cross-curricular work via ASDAN, but on the whole it will be taught as a separate subject to address topics in more detail.
- At the 16+ ASDAN level, areas of the PSHE curriculum will be revisited and explored in greater depth. Through the practical application of skills already learned, the pupils will also acquire skills needed for their lives once they leave school.

Over the school year, each class will be introduced to work on the five different strands of PSHE. These are:

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens (KS1 and 2) and knowledge and understanding about becoming informed citizens (KS3 and 4)
- Developing a healthy lifestyle
- Developing good relationships and respecting the differences between people
- Sex and relationship education

Resources

- There is a range of resources to support the teaching of PSHE across the school.
- The teaching resources will be kept in the Learning Resource Centre where the equipment is arranged according to key topics.
- The resources include a range of educational toys, audio visual aids, books, references, a range of software and a variety of photocopiable resources.
- The resources will be kept up to date and in good condition. There will be an annual audit of resources and new resources will be ordered as necessary.

Monitoring and Review

Role of the Vice Principal

- The Vice Principal will be responsible for maintaining an overview of the whole curriculum.
- The Vice Principal will monitor the IPPs and also observe in the classroom, the curriculum presentation and content.

Role of the Mathematics coordinator

- The coordinator will monitor and evaluate curriculum policy implementation.
- The coordinator will be responsible for monitoring the coverage and achievement levels within the established framework.
- The coordinator will attend relevant training, provide training to support colleagues in the teaching of PSHE, be informed about current developments in the subject, and provide a strategic lead and direction for the subject in the school.
- The coordinator will be responsible for the maintaining the school's PSHE resources.

Role of the teacher

- The class teacher will be responsible for teaching PSHE according to the EQUALS Schemes of work/ASDAN Programme monitor the standards of students' work, evaluate their learning outcome and have high expectations of individual students.

Assessment, Record Keeping, and Recording

Effective assessment within the PSHE curriculum will facilitate individual progress and attainment. It will also facilitate curriculum continuity and meet the needs of accountability.

The procedure for assessment, recording and reporting will be in line with the school practice for the whole curriculum. Initial assessments will be conducted at the beginning of each school year, or when a student first enters school. Formative assessment will help to establish clear attainable targets, and summative assessment will provide overall evidence of the achievement of students—what they know, understand, can do and have experienced. Summative assessments are conducted at the end of each term.

Current PSHE assessments are obtained through in-class observation and the use of B2.

Health and Safety

It is the responsibility of all staff and (where possible) students, to be aware of possible Health and Safety issues in relation to this curriculum area. This needs to be considered in relation to various environments and types of equipment in order eliminate foreseeable safety problems. It is fundamental to this subject that students will also develop positive attitudes about the safety of themselves, others, tools and equipment. Any specific issues relating to health and safety which need immediate attention should be brought to the Vice Principal's notice.

Criteria for evaluating the success of the Policy

The Coordinator will review this policy every three years, after discussion with the teachers and School Council representative.