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1.0 INTRODUCTION

This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, actively educates against any material or behaviours that could promote radicalisation or extremism.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 CHARACTERISTICS OF THE SCHOOL

Jubilee School is a specialist school for boys and girls aged 7 to 18 with severe emotional, social and/or mental health difficulties (SEMH) and /or Neurodiversity. We have a reputation for providing highly effective education, care, therapy, welfare and support for student who may have experienced trauma, inconsistent and confusing care and emotional rejection. Student's behaviour will be challenging, and many students will have encountered negative educational experiences and disruption which have led to a lack of confidence in their own abilities. A stable and caring environment combined with high staff to student ratios ensures that every student at Jubilee School could develop their ability, share new experiences and reach their full potential.

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part of the Outcomes First Group

3.0 LEGAL REQUIREMENT

The Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) aspects of PSHE education is compulsory in all schools from 2020.

Personal, social, health and economic (PSHE) education is an important and necessary part of all students' education. We deliver PSHE in KS2, KS3 through PSHE lessons, and in KS4 through PSHE and Careers.

4.0 AIMS AND OBJECTIVES OF PSHE

PSHE enables children to become healthy, independent and responsible members of society. We encourage our students to play a positive role in contributing to the life of the school and the wider community. In so doing we help their sense of self-worth. We teach how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- Stay as healthy as possible.
- learn to keep themselves and others safe.
- develop effective & satisfying relationships.
- learn to respect the differences between people.
- be independent and responsible members of the school community.
- be positive and active members of a democratic society.
- develop self-confidence and self-esteem and make informed choices regarding personal and social issues.
- develop good relationships with other members of the school and the wider community

5.0 THE PURPOSE AND SCHOOL CONTEXT FOR PSHE EDUCATION

PSHE, is central to the development of the students in our school. The planned programme is designed to help students to deal with the difficult moral, social and health-related issues that arise in their lives and in society. It also helps students to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHE education programme is central to achieving our school's own aims and objectives and mission statement. PSHE education provides learning that makes an essential contribution to:

- The values and ethos of the school: this will not only be made explicit in PSHE, but they will also at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our student.

- The PSHE education programme: which is embedded within other efforts to ensure children and student have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

- The school provides opportunities for children and student to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

6.0 THE KEY PRINCIPLES THAT UNDERPIN OUR PSHE PROVISION

Our PSHE education programme recognises that student will bring prior learning and real-life experiences to the learning. Our programme respects and builds on these, providing a programme that reflects the universal and unique needs of our students. We liaise with local professional agencies to enable us to prioritise learning within our programme and to ensure its relevance.

The PSHE education programme is taught within a safe and supportive learning environment where children and student can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHE education programme is just one part of what the school does to help student develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy school's' climate and culture; and the pastoral system.

The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of student is the responsibility of all staff supported in partnership with families and the wider community. Where appropriate the school encourages their involvement in the programme.

The purpose of each lesson is made clear and learning experiences meet the needs of all the student in the class. The programme offers a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher as facilitator.

Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach which does not attempt to induce shock or guilt but focuses on what children and student can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

Student are encouraged to take responsibility for their own learning and to record their own progress. PSHE education encourages student to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.

7.0 THE USE OF VISITORS TO THE CLASSROOM

Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme, and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme there is both learning prior to the visit and as follow-up to the visit.

8.0 MONITORING AND EVALUATION

The PSHE co-ordinator will monitor the planning, teaching and learning of PSHE regularly. Planning will be monitored termly, and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle. The co-ordinator supports colleagues in the teaching of PSHE and Citizenship, giving them

information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

9.0 CONFIDENTIALITY

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners.

10.0 EQUAL OPPORTUNITIES

We promote the needs and interest of all students irrespective of gender, culture, ability or aptitude. Teaching strategies will consider the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE education provision.

We promote social learning and expect our students to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multi-cultural and gender issues and ensuring equal opportunities for all.

11.0 LINKS WITH OTHER POLICIES

The schools PSHE policy is linked closely with other key whole school policies:

- Safeguarding policy
- Child Protection policy
- Sex Education policy
- Equal Opportunities Policy
- RSE Policy
- Careers Policy

12.0 SPIRITUAL MORAL SOCIAL AND CULTURAL DEVELOPMENT

The PSHE programmes of study have been designed to add a contextualised spiritual, moral and cultural development for each child to explore, develop and place their own feelings, ideas and values or beliefs within a history and present-day experience of life. It is an aim to allow children to explore, evaluate and begin to ground themselves in a spiritual, moral and cultural understanding of life in a safe non-judgemental environment.

13.0 QUESTIONS FOR TEACHERS/STUDENTS WHEN PLANNING ASSESSMENT RECORDING AND REPORTING

1. What are the learning objectives of the session?

2. What do we want to achieve?

Set class, group and individual goals/targets, that clearly reference the success criteria including:

- we/I will know and understand more about …
- we/I will have developed skills to …

- we/I will have participated in …
- we/I will have acted on …
- we/I will evaluate what I have learnt by … .

3. How will we know what to aim for?
Agree assessment criteria with students, teachers and others involved in assessment need to. Criteria should be based on the learning outcomes and expectations of the activities. The school may gradually develop a portfolio of materials that model successful achievement of PSHE criteria and so that examples of good practice can be shared with teachers and students. This will help to ensure progression in PSHE.

4. How will we know what we have achieved?
Establish and agree clear targets and goals with students and to ensure there are regular opportunities for feedback on progress and achievement. Feedback may be teacher–student, student–student or student–teacher.

5. Who will help us to achieve our goals and measure our success?
Identify assessment partners, for example: ourselves; our peers; our teachers; other adults or a combination of any or all the above.

6. What do students know already about the topic or issue?
Find out what students already know through:

- 'Draw, reflect and write' activities
- using 'response partners' (talking to another child to clarify understanding)
- recording individual or group discussion
- quizzes
- recording results of a group or class brainstorming session

7. What kinds of teaching and learning activities will we plan?
Consider activities for individuals and groups of students, taking account of different teaching and learning styles. Ask students to think about the audience when planning their activity. For example:

- planning a talk or presentation
- designing a display or website
- producing resources for younger students
- demonstrating skills through role play or simulation
- writing articles for school or local newspapers
- making a video of an event
- participating in a class or school health forum
- recording an interview with community members
- planning a visit
- arranging for a visiting speaker.
- Groups may work together to identify individual contributions.

8. How will we ensure progression?
Consider ensuring progression, for example, through reviewing activities and selecting evidence of achievement to include in a PSHE portfolio or other record.

9. What evidence can we collect to show what we have learnt/achieved?
Consider collecting evidence such as:

- a recording of a talk or presentation
- a display or website

- a reflections diary, logbook or portfolio
- observation of taking part and contributing to discussions and debate
- resources produced for younger students
- a video of participation in role-play, simulations or a health forum meeting
- a quiz, board game or card game that we have produced
- articles for school or local newspapers
- a recording of an interview with school or wider community members
- evidence of planning a visit or arranging for a visiting speaker
- photographs of an event
- written work
- self-assessment sheets.

Evidence must clearly link to purpose and be collected in keeping with the school's general approach to and policies on evidence and recording.