



PSHE Policy

Review of Policy	Summer 2024
Members of staff responsible	Assistant Head Teacher
Policy History	Ratified
People involved	PSHE Lead Head Teacher LGB
Signed by Chair of LGB	Christine Robertson
Date	25/4/24
Date for Review	Summer 2027

Introduction

This policy sets out the school's aims, principles and strategies for the delivery of PSHE. It will form the basis for continuing development in the school. The policy should be of use to teachers, support staff, Trustees and therapists and also of interest to parents and carers.

Supplementary Policies have been written for;

- Behaviour
- Sex and Relationships Education (SRE)

There is a separate policy for Child Protection which is based on the model policy produced by the Dorset Safeguarding children board.

Context

Wyvern Academy provides special education for up to 90 pupils between the ages of 2 and 19 with severe, profound or complex learning difficulties, including autism. Pupils are generally grouped according to age.

Philosophy

At Wyvern Academy we consider PSHE to be the most important areas of learning for our pupils. It encompasses all aspects of everyday living and is concerned with the development of independence and hygiene skills, self-awareness, self-esteem and confidence, personal and social relationships and appropriate behaviour.

School Aims

Whole School Aims; which have been considered when developing this policy, include:

- Enhance the development of each child in all areas of their lives, and assist towards the realisation of maximum potential.
- Give each pupils access to a broad, balanced and relevant curriculum, including the National Curriculum, with emphasis on the provision of positive learning experiences.
- Encourage care and consideration for those around us.
- Encourage a high and consistent standard of behaviour from all pupils to enable them to benefit fully from the educational provision available to them.
- Develop knowledge, skills and attitudes which will enable each pupil to function with increasing autonomy and happiness in the community.
- Work with parents, carers, professionals and the community as joint partners in the education of our children and young people.

PSHE Aims

- Develop self-awareness and self-esteem.
- Develop social and life skills.
- Promote a healthy life style including hygiene, healthy eating and sexual health.
- Learn to keep themselves and others safe.
- Learn to adopt appropriate behaviour in a wide variety of situations.
- Develop maximum possible independence and confidence.
- Learn to respect and celebrate differences between people.
- Appreciate their own and others roles in society, including their rights and responsibilities.
- Play an active role as a member of the school and wider community.

Curriculum Organisation

Pupils will receive their entitlement to PSHE and Citizenship in a variety of ways, both through direct teaching and through our whole school ethos. Opportunities for the delivery of PSHE can be found in all curriculum areas. Staff are important role models, their influence on pupils' self-esteem, behaviour and values cannot be overestimated.

Methods of delivery include:

- Toilet training and personal care routines.
- Meal time and feeding programmes.
- Behaviour programmes including Support and Intervention Plans (see separate policy).
- Hygiene sessions.
- Circle time
- Collective Worship and RE (see separate policy).
- Personal development, self-advocacy and work experience.
- Specialist input from music and drama therapists.
- Health promotion weeks and events including 'Healthy Schools Week', 'Anti-bullying/Friendship Week' and 'Cultural Week'.
- Liaison with mainstream schools.
- Residential experiences.
- Visitors e.g. Dental Hygienist.
- Community visits.
- ASDAN (Years 10,11,12,13 and 14)

Teaching and Learning

A variety of teaching methods will be used to deliver PSHE, including assemblies, whole class, group and individual teaching. Work approaches will be differentiated to include the vast ability range and individual needs of our pupils.

Some pupils' entitlement will be delivered through specialist therapies including Speech and Language, Physiotherapy and Music.

Planning

PSHE is included in teachers' long, medium and short term planning. IEPs will include focussed PSHE targets. Wherever necessary pupils will have individual plans relating to:

- Feeding and/or drinking
- Toileting
- Behaviour
- Independent travel training

Assessment Recording and Reporting

- Progress in PSHE is recorded using Wyvern's PSHE small steps documentation. This approach provides a measure of progress that can be compared against the P levels and National curriculum levels.
- A heading for PSHE or Personal Development will be included in Mid-year and end of year reports. Some aspects of PSHE such as values and attitudes is commented upon in Annual Reviews/Pupil Centred Reviews.
- IEPs may contain PSHE linked targets generated as a result of the PCR process.
- For some pupils, the MAPP process is used for setting targets and measuring progress. These targets will be very personal to the pupil and generated through dialogue with the parents and, hopefully, the pupil.
- Records of feeding, toileting, behaviour programmes, independent travel training and work experience activities are kept wherever appropriate.

Resources

- The Life Health education Van.
- Streetwise Safety Education.
- Dorset Health Works.
- Resources from health organisations, e.g. tooth brushing or healthy living materials provided for healthy schools week.
- Dorset self-advocacy.
- The school nurse can provide advice with regard to teaching or individual plans relating to sexual health issues, contraception and continence issues.

Equal Opportunities

The school is committed to a policy of equal opportunities for all pupils regardless of gender, race, religion or learning difficulty. Further information can be found in the school's "Single Equality Policy". The school also maintains a "Single equality and diversity Access Plan" which is monitored and reviewed by the Diversity and Equality committee of the board of Trustees.

Responsibilities

- Trustees
 - Ensuring statutory requirements are met.
 - Scrutiny and ratification of policies.
- The Head Teacher
 - Ensuring statutory requirements are met.
 - Financial planning.
 - Ensuring consistent implementation of the policy.
 - Reviewing the policy (with PSHE subject leader/co-ordinator).
- PSHE Subject Co-Ordinator/Leader
 - Support and advise staff of developments concerning PSHE.
 - Ensure progression (with Class Teachers).
 - Order, organise and allocate resources.
 - Investigate and arrange appropriate training (with Head Teacher).
 - Monitor and evaluate delivery of PSHE.
- Class Teacher
 - Daily and termly planning
 - Ensuring progression by monitoring progress evidence against planned targets.
 - Assessment recording and reporting.