



## PSHE Policy Document Control Information

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## **Personal, Social and Health Education [PSHE] And Citizenship Policy (including Relationship, Sex and Health Education [RSHE])**

### **Introduction**

PSHE and Citizenship is a core subject within Meath School. It is achieved through a blend of

- the planned provision of opportunities for personal growth
- shared social experiences

It takes place through the teaching and learning experiences offered to our pupils via a structured scheme of work, through the ethos and organisation of the school and, for boarders, through the 24-hour curriculum provided by the residential staff.

### **Sex and Relationship Education**

Sex and relationship education, over and above that taught to all pupils within the Science National Curriculum, is an important element within PSHE and Relationships, Sex and Health Education (RSHE). The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. This is taught as part of the Science curriculum in small units related to appropriate topics from each year's topic planning

For pupils in Year 6, a series of lessons on Sex and Relationships is taught in the summer term and there is single sex teaching for topics such as menstruation and changes at puberty and how a baby is made.

Parents/carers will be informed of the content of Sex and Relationship Education at Meath School beyond that covered in the Science Curriculum and of their right to withdraw their children from such lessons. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have the right to withdraw their child from teaching of the Science curriculum, or from other aspects of the PHSE curriculum, including Relationships and Health (including puberty and menstruation). If parents choose to exercise this right, then the principal must be informed of their decision in writing.

Related documents: Sex & Relationship Education Policy

### **Drugs and Alcohol**

Pupils learn about the dangers of drugs and alcohol and how to handle medicines safely, at an appropriate level through the topic on Looking After Myself and for the Year 6 pupils in their Leavers' Groups. This includes the difference between legal and illegal substances. Keeping themselves safe, with regards to medicines, is reinforced continually by all staff.

## **PSHE and Citizenship and the National Curriculum**

We aim to develop the following areas as outlined by the non-statutory guidelines from the National Curriculum 2000 (KS1 &KS2) and the Framework for PSHE and citizenship at key stages 1 & 2 (QCA 2000) and the statutory guidelines from the National Curriculum 2020 for RSE:

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

We take into account the children's specific speech, language and communication difficulties, as well as their varying stages of emotional development and social maturity.

At Meath we aim to promote the following objectives:

- To support and develop each child's understanding of self, and to build confidence and self-esteem
- To support and develop each pupil's understanding of positive emotional and mental wellbeing
- To reinforce and extend the limited social skills which many of our pupils exhibit
- To enable the child to form and maintain positive relationships and friendships, to promote concern for the feelings of others
- To educate pupils on health and safety and online safety issues, with the ultimate goal of enabling them to care for themselves
- To help children to reflect upon the causes and consequences of their behaviour
- To develop the sense that every individual within the school, and outside it, is of value and worthy of consideration or respect
- To give pupil's the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse and to empower them to understand that they have rights over their own bodies and how to remain safe (both online and offline)
- To raise pupil awareness of the importance of contributing to the well-being of the school community, and of the wider communities of which we are all members

There are numerous PSHE and Citizenship opportunities to be found within the daily school timetable and school curriculum. The spiritual, moral, social and cultural development of the pupils is met through the PSHE curriculum and also via the planning for other curriculum subjects, as part of the three year topic cycle.

A School Council was set up in the autumn term 2004 to increase pupil participation and voice in the democratic decision making processes in the school. Each class votes for two representatives from their class. The School Council meets twice each half term. The children are provided with an agenda and minutes to help feed back information after the meeting. New class representatives are elected each term. This is to maximise opportunities for pupils to participate in the council during their time at Meath.

## **Economic well being**

Pupils are given opportunities to gain an appreciation of the value of money and to gain an understanding of the economy. They regularly contribute to charity fundraising for either local or worldwide needs through fund raising events such as Chatterbox Challenge on an annual basis, Red Nose Day, Fairtrade week, collecting money for African aid as part of a harvest festival and de

School Council organise and run a fund raising stall at the school fete and make decisions about what the money is spent on for the good of the school.

There is a 'Happy Shop' each half term. Pupils earn 'money' for good learning and behaviour and they collect money stamps on a credit card which they can then exchange or save for a larger purchase the next term.

There is a topic on shops in the 3 year cycle of topics for KS1 which provides further opportunity for pupils to understand about why money is exchanged for goods and the cost of key items. 'Money' is regularly revisited throughout the year as part of the Mathematics Curriculum for all pupils. We also run the Moneysense Programme in KS2 to support pupils understanding of money, saving and spending in the wider world and as a life skill.

## **Planning and Teaching Strategies**

PSHE is a major force within the pervasive atmosphere of goodwill and co-operation that exists at Meath School. It enhances the child's whole experience of school life, and forms the basis for many of the principles which underlie and inform our teaching strategies across the entire curriculum (see Teaching and Learning Policy)

The teaching strands of this area of learning are two - fold:

### **Discrete teaching of a specifically defined and progressive programme; the scheme of work**

The school uses a programme called 'Knowing Me, Knowing You' as a framework for the scheme of work. This was developed to reflect different areas of the assessment tool, the PSLB (Personal and Social Learning Behaviours), which was ratified by the University of Bath and directly impacts on wellbeing and emotional regulation. 'Knowing Me, Knowing You' follows 6 themes of learning: Self-manager, Emotional Intelligence, Play, Social Competence, Creative and Reflective Thinkers and Resilience. Teaching from the RSE Curriculum runs throughout these themes but each outcome area is also taught additionally throughout the year.

In addition to this scheme of work, the school uses a programme called 'The Zones of Regulation', developed by Leah Kuypers, which is woven throughout all PSHE activities but also transferred to other activities and situations beyond the classroom, including playtime. The Zones is used to teach self-regulation by categorising the different ways we feel into four coloured zones. Through collaborative teaching by teachers, SLT, OT and Residential Staff the framework provides strategies to manage their emotions, sensory needs, and ultimately improve their ability to problem solve conflicts.

Teachers and Speech and Language Therapists work collaboratively to identify targets and learning activities for the term and these are then addressed through 2 discrete weekly sessions, one run by the therapist known as Friends Group and one is called 'knowing me, knowing you' session, run by the teacher.

Links to the 3 year cycle of topics are also identified where appropriate. A flexible approach to the delivery of the PSHE and Citizenship scheme of work is adopted to cater for the levels of maturity and understanding of pupils.

Social communication skills are also developed throughout the school in a variety of ways according to the age and abilities of the children. These include focussed play sessions, Circle-Time, Social Time between parallel classes, Snack Time, the social occasion of eating in small groups at lunch time in the dining room, Learning Together days with pupils from local schools to give inclusive opportunities and topic related visits into the local community.

### **The development of qualities in each child, and in inter-personal relationships, as they arise on a day-to-day basis**

Much of the learning in this subject is as a result of good role-model examples by every staff member of Meath School. Opportunities for learning are provided by:

- discussion and evaluation of topical issues.
- the analysis and resolution of situational conflict.
- considering the successful outcomes of co-operation.
- allowing open and honest expression of opinions.
- effective systems of pastoral care.
- use of role-play and drama.
- fostering a feeling of school unity and togetherness.
- the provision of safe places or a therapeutic environment for free self expression, the exploration of personal issues, etc e.g. music therapy, play therapy.

### **My Help Card**

All children in the school complete this card on an annual basis. They show, in symbol and written form, situations which may be of concern to a pupil. These may be personal to the child, concerns about school or how they are looked after. The names and photos of members of staff of either gender the children choose to help them when they are upset, worried or angry are also displayed on the card. These cards are accessible to pupils in the classroom and are differentiated into two levels. Residential pupils also complete a Help book with photos of adults in the residential setting. Pupils can request to see and talk to any member of staff and this will be arranged as soon as it is practically possible.

### **Pupil Questionnaires**

Pupils annually complete a questionnaire to seek their opinions about aspects of school life, the adults and their peers. Outcomes are analysed and there are follow up discussions and actions taken with the pupils.

## **ICT and PSHE and COMPUTING**

Information and communication technology can be used in a variety of ways to record assess and motivate children. ICT resources can include use of a digital camera, iPads and computers. Advice on additional communication aids can be obtained from the lead speech and language therapist in this area. All concerned need to refer to parental permission forms before using cameras or ipads.

Online safety and the use of technology is integrated into play opportunities as well as directed teaching across the year.

### **Speech and Language Opportunities/Strategies**

Staff should be aware of the individual strengths and needs of the pupils in terms of speech, comprehension and expressive language abilities, memory and attention skills, use of language and social skills.

Aspects of Language that need to be considered:

- Modification of language and vocabulary used.
- Non verbal language used.
- Level of language output expected
- Augmentative systems of communication, such as Signed Supported English (SSE) and Voice Output Communication Aid (VOCA).
- Maximise the use of visual presentation, such as drawings, photos, charts and videos

### **Target setting**

Longer term objectives are described in Annual Review reports, using the 'P' scale Performance descriptors for Personal and Social Development in 'Supporting the Target Setting Process: Guidance for effective Target setting with pupils with Special Educational Needs. '(QCA 1998)—.There are three strands to these descriptors, Interaction and working with others, Independence and organisational skills and Attention. Although these descriptors have been replaced by a single set of performance descriptors for PSHE (QCA 2001), the school has decided to continue to use the original 3 part descriptors, as many of our pupils have an uneven profile of development, particularly those pupils with autistic spectrum difficulties. The descriptors in the original QCA document (1998) are also used to set individual progress targets in the three strands, at the beginning of each academic year.

The children are given a PSLB baseline assessment on entry which is revisited yearly as part of the Annual Review Meeting. Therapists and teachers may jointly set termly ILT targets based on an outcome of PSLB linked to that term's 'Knowing Me, Knowing You' teaching but also linked to The Zones of Regulation. These targets are specific, measurable and achievable within the timescale of a school term. Where possible, pupils participate in setting the targets.

## **Assessment and Record Keeping**

When a pupil enters school, baseline information is collected on their current levels of attainment in Interaction, Independence and Attention. In addition, the whole school uses INSIGHT (NFER Nelson) which is a checklist questionnaire completed by the class team and a child's care team to evaluate the pupil's level of self esteem. This is completed for all pupils in their final year at the school to show progress. The checklist is reviewed at regular intervals if a pupil has been rated as having vulnerable or very low self esteem. Each pupil is also assessed every two years using the Personal & Social Learning Behaviours checklist (PSLB) devised by the school.

Teachers and therapists collaborate in reviewing progress against targets set in the Knowing me Knowing you and Friends Groups and this progress is recorded at the end of the term, with any relevant comments to inform future planning.

Assessment and review of progress against IEP targets is on going through the term, through the use of observation. If evidence is possible to collect in the form of a photo, drawing or written work, it is uploaded termly on the assessment tracker, Earwig Academic.

Progress against the longer term objectives is described in the following Annual Review Report. At the end of each academic year, progress is recorded against the forecast whole school targets for Interaction, Independence and Attention.

### **Role of the subject leader**

This is clearly defined in the job description of each curriculum subject leader.

### **Resources**

The resources for PSHE and Citizenship can be found in the ELSA office. These include a variety of books, videos, published files and worksheets, leaflets, posters, games, Circle-Time games and video, dolls representing each gender and different ethnic groups, dressing up clothes.

The PSHE subject leader is responsible for all PSHE and Citizenship resources, including ordering. She ensures that the resource list is kept up to date.

RHSE online planning are supported using adapted Kapow schemes of work. Resources to support these lessons and themes are also available from Kapow.

### **Health and Safety**

When taking the pupils out of school, the School Trips Policy is adhered fully to and teachers are fully conversant with the guidance on field trips before planning or making any bookings.

### **Equality and Inclusion**

At Meath School we will continuously seek to ensure that all members of the school community are treated with respect and dignity. Every individual will be given fair and

equal opportunities to develop their full potential regardless of their gender, ethnicity, cultural and religious background, sexuality, disability or special educational needs and ability, and other factors as detailed within the school's Equality Policy. These meet in full the requirements of the Equality Act, October 2010.