

# Belmont School PSHE Policy

**Approval confirmed:**

Designation	Name	Date	Signature
Headteacher	Mr Kevin Day	21/6/2023	
Chair of LAB	Mr Paul Tibbetts		

Date for review: June 2024

## INTRODUCTION

PSHE education is a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

In addition to the national curriculum framework, the Department for Education guidance states that the subject is 'an important and necessary part of all pupils' education' and that 'schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Under the guidance issued by the DfE, by September 2020, Relationships Education at primary age will be compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

Within Belmont school PSHE is a **core subject** and is embedded in many aspects of our teaching and learning and daily living throughout the school. The content of the PSHE curriculum has been developed from the 'Pink curriculum' developed by Gloucestershire Healthy Living & Learning. The range of topics are chosen to ensure wide coverage of PSHE and to address topics significant to the needs of our Belmont students. The three main strands covered are:

- Relationships
- Living in the wider world
- Health and Wellbeing

## INTENT

We believe PSHE education provides pupils with the opportunity to develop the knowledge and skills required to live a happy, healthy and safe life. Our PSHE curriculum and whole school ethos, provides our young people with the tools needed to become:

- Learners who enjoy learning, making progress and achieving.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.
- Resilient young people able to emotionally and mentally cope with the challenges they may face during all stages of their lives.
- Emotionally aware and literate individuals
- Physically and mentally healthy individuals
- Young people with a voice.
- Young people who are ready to begin their journey into independent living and the world of work.
- Individuals who can keep themselves safe online.

Our PSHE curriculum is designed to have an impact on both academic and non-academic outcomes for our pupils. PSHE at Belmont is not only taught as a discreet subject but it is the core of everything we do as a relational school.

PSHE education in Belmont School is designed to;

- promote responsible attitudes towards the maintenance of good physical and mental health.
- give pupils the knowledge and develop the self-esteem, resilience, confidence and self-awareness to enable them to make informed choices and decisions.
- develop rational thinking skills and critical facilities to enable pupils to problem solve.
- encourage and support the development of social skills and social awareness to enable the children to engage appropriately in society and form relationships.
- enable pupils to make sense of their own personal and social experiences and express the emotions linked to this appropriately.
- encourage a responsibility for the well being of others and the environment.
- develop the ability to assimilate knowledge, to study independently and to have a positive attitude towards learning.

## **IMPLEMENTATION**

### **STRUCTURE**

Each class receives 2 discrete PSHE lessons a week.

PSHE lessons are also supported by timetabled class interventions such as:

Circle time, Emotional Check-in, Zones of Regulation, Restorative Practice, Daily Mile, Sulp and THRIVE.

Other interventions are also carried out with some individuals based on their additional needs, these are:

- Active Listening
- Lego Communication
- Heartmath
- Sand Play
- Sulp
- Behaviour Mentoring
- Relax Kids
- THRIVE
- Growing Minds
- Draw for Talk
- Music Intervention
- Wellbeing interventions delivered by our mental health coordinator.

KS4 work towards a PSHE short course provided by ASDAN.

RSE for Key Stage 1 – 3 is taught in the same term to allow for the classes to be streamed. A separate curriculum plan has been created for this.

PSHE is further embedded via thought of the week, assemblies, careers, parts of other subject lessons and enrichment weeks such as:

- Sexual health week
- Anti-bullying week
- Wellbeing week in recognition of Mental Health Week
- Road safety week
- Diversity Week
- Online Safety Day

### **KEY CONCEPTS & CURRICULUM CONTENT**

There are a number of key concepts that underpin the 3 strands of PSHE. These are as follows:

#### **Relationships (to provide students with the knowledge & skills to develop safe, healthy, happy relationships)**

- Understanding the feelings & emotions of others and interacting appropriately.
- Understanding your own personal qualities and developing self-love.
- Positive friendships & anti-bullying
- Sex & relationships education (contraception, STI's, PANTS rule, consent, relationship development, pregnancy)
- Equality & diversity
- Managing change and transition
- Growing up & Puberty
- Family relationships

#### **Health & wellbeing (to provide students with the knowledge and skills to be mentally, physically & emotionally healthy)**

- Responding and coping with the Covid 19 pandemic
- Hygiene
- Drugs & Alcohol
- Healthy Eating
- Physical Activity
- Sleep
- Mental Health & Resilience
- Understanding our own feeling and emotions
- Expressing & managing our feelings and emotions appropriately
- Resilience and managing challenges
- Growth mind-set and being a positive learner
- First Aid and coping with a medical emergency
- Addiction including gambling

**Living in the wider world (to provide pupils with the knowledge and skills to stay safe, engage with society, carry out daily tasks independently and prepare them for the working world)**

- Online Safety
- Managing money
- Managing time
- Water safety
- Sun Safety
- Electrical safety
- Identifying risk
- Road safety
- Fire safety
- Stanger danger
- Being British
- Multimedia influences
- Democracy

### **CURRICULUM OPPORTUNITIES**

Pupils are offered the following opportunities that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject:

- Have contact with information, advice and guidance specialists
- Use a range of sources including the internet to obtain information and carry out their own research.
- Meet and work with people from the wider community both in school and through external visits
- Take part in workshops delivered by visitors
- Participate in educational visits
- Use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
- Take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- Work as members of groups and teams, taking on different roles and responsibilities
- Evaluate their own personal development and learning, set realistic targets and goals for future life choices and develop strategies for meeting them

### **SAFEGUARDING**

The PSHE department follows the school policy for safeguarding. In all areas of school life safeguarding is a high priority. PSHE provides students with the knowledge and skills they need to keep themselves safe. Children are taught how to recognise inappropriate behaviour, danger and abuse online and in everyday life. They are taught to report it or seek help from an appropriate adult. Students also participate in a variety of activities that develop their ability to be resilient, communicate and express their emotions and find coping strategies for distressing events. If a safeguarding issue is known then steps should be taken to adapt the lessons and ensure that the students' dignity is protected and distress is reduced whilst also ensuring that

the pupil is still provided with the education they need. At times it may be necessary to teach the pupil one to one as part of an intervention. All visitors are made aware of and agree to Belmont School safeguarding procedures. This ensures the best outcomes for Belmont pupils and ensures everybody stays safe. For more information, please refer to the school's safeguarding policy which is available on the school website.

## **EQUAL OPPORTUNITIES**

The PSHE department follows the school policy for equality & diversity. In accordance with our vision and the values that underpin our ethos and behaviour policy we pledge:

- to respect the equal human rights of all our pupils;
- to educate them about equality; and
- to respect the equal rights of our staff and other members of the school community.

Equal opportunity ensures the right of every pupil to take part in all aspects of the curriculum, regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality.'

Within PSHE teachers set high expectations. Each individual is ensured access to a full and varied programme of activities with opportunities for all pupils to participate fully and effectively, including all genders, all sexualities, all learning needs, all physical needs, all ethnicities and students from all social and cultural backgrounds.

Pupils are equally respected for who they are and for the contributions they make. This helps to foster an understanding of respect for gender, sexuality, beliefs, faiths and cultures of others. Knowledge, skills and understanding are taught in ways that suit pupils' abilities and on occasions, content is taken from earlier key stages so that pupils can make progress and show what they can achieve. As a consequence of this flexible approach there may not be time to teach all aspects of the age-related programmes of study, the content of which may at times therefore be used as a resource or to provide context.

In order to provide access to learning and meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need help with communication, language and literacy
- Secure motivation and concentration through the use of all available senses and experiences, including a variety of media in order to present issues and planning appropriate amounts of time to allow for satisfactory completion of tasks
- Provide equal opportunity through teaching approaches and differentiation of tasks and materials as appropriate, recognising the different ways in which students learn and taking into account different learning styles
- Use and monitor targets set in the students' EHCP within PSHE lessons
- Be up to date with safeguarding information on the pupils they teach and adapt lessons appropriately.
- Regularly monitor progress data on the EHCA

## **LINKED POLICIES**

Non-Curriculum Policies linked to the PSHE policy include:

- Relationships Policy
- Equality & diversity policy
- Sex and Relationship Education policy (SRE)
- Online safety policy
- Safeguarding policy
- Health & safety policy

## **ASSESSMENT, RECORDING and REPORTING.**

PSHE is monitored using our EHCA (Educational Health Care Assessment) This tool enables us to:

- monitor the progress of skills and knowledge within the areas of social, emotional & mental health, social communication & interaction, self-care & independence and sensory & physical need.
- set and assess targets for the EHCP.
- provide information to discuss at parents' evenings that is related to the holistic well-being of the child and progress made.
- ensure appropriate groupings of children.
- provide an overall profile of pupil needs across the school.
- monitor impact on pupil wellbeing when we are aware of a safeguarding issue.
- assist in the differentiation of lessons to cater for pupils needs.
- ensure that appropriate support is given where needed in regards to staffing.
- identify pupils in need of interventions.
- assess the impact of interventions.

## **ROLES AND RESPONSIBILITIES**

All members of the school are committed to PSHE at Belmont.

### **The Head teacher/ SLT will:**

- Agree a named member of staff with responsibility for PSHE
- Support appropriate staff INSET
- Support relevant CPD

### **The Local Advisory Body will:**

- Nominate a link member for the subject of PSHE/Pupil Wellbeing & Mental Health
- Require an annual report on the progress and effectiveness of PSHE
- Review this policy annually and in line with statutory guidance and best practice

**The subject co-ordinator will:**

- Plan, co-ordinate and implement the PSHE curriculum
- Keep all teaching staff informed of developments within PSHE
- Audit and order resources required to teach PSHE
- Monitor progress using the EHCA (Educational Health Care Assessment)
- Encourage staff development, support INSET and signpost to CPD
- Communicate with outside agencies and business to provide pupils with enriched educational experiences.
- Monitor, evaluate and review policy and practice of PSHE within the curriculum.
- Be the Belmont link and provide first contact with other agencies
- Organise trips, visits and enrichment weeks associated with PSHE

**The role of parents**

All Belmont students have an EHCP. Within the EHCP, parents agree to support the outcomes related to personal social and emotional development and students' preparation for adulthood.

Read guidance shared on class dojo about PSHE topics such as online safety, emotional wellbeing, relationships and health.

**The role of students/ pupil voice**

Students participate in the development of PSHE by completing feedback forms following enrichment weeks and significant activities. This information is used to assess impact and change future plans.

Students will participate in daily check-ins and circle times. They will acknowledge each other's achievements via the recognition wall and participate in restorative practice where necessary.

Democracy is demonstrated in the process of electing school council reps and in school council activities. School council activities include discussions regarding: school meals, structure of the house system, school uniform, looking after our environment and deciding how charity money is best spent to support the students' community.