

## Cambian Beverley School Curriculum Policy for Personal, social, health education.

Cambian Beverley School bases its PSHE provision on the National Curriculum. The PSHE Association programs of study for PSHE/RSE in key stage 3 and 4 are used in our school alongside the teaching of Life Skills and the Participation Charter. Registration with PSHE Association also provides guidance and resources for the teaching of all aspects of PSHE. For key stage 2, the scheme of work from the PSHE Association is in place and pupils also enrich this learning with the life skills curriculum.

**Personal:** The personal aspects of PSHE education look to develop the whole individual. It supports the progression of qualities and skills children already have. Through becoming aware of their own emotions and how to manage them, children can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

**Social:** The social element focuses on cohesion in both the school and wider community. It aims for children to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Children learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Sex and relationships is also a crucial part of social and health education to ensure that children have the information and understanding to make informed choices.

**Health:** Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet twined with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as substance and alcohol abuse and the impacts this can have on the individual and others around them.

**Economic:** Economic education aims to teach children about the economy and how to manage their personal finance. It aims to provide children with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

### Intent – What are we trying to achieve?

#### Aims

Beverley School recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHE education is at the heart of everything that takes place in a school. As the children grow up they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs. Universities cry out for children who are more 'rounded' and work places of all shapes and sizes advertise for candidates who can show good 'interpersonal skills' and an 'understanding of the needs of those around them.' We comply with the Education Act of 1996 which requires all (maintained) schools to provide a balanced and broadly-based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Beverley School embraces this as the backbone of its PSHE education philosophy. With all this in mind, the PSHE education program aims to instill an understanding in all the pupils that academic success is not sufficient on its own for success. PSHE education is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHE education is also intended to complement classroom teaching in that it assists other bodies in the school in monitoring and assisting with the development of the emotional and social well-being of

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children. The aim of PSHE education is to help pupils and young people understand and value themselves as individuals and as responsible and caring members of society. We want our pupils to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- offer our pupils the opportunities to achieve their physical, psychological and social potential
- promote attitudes and behaviour which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- Encourage the development of personal skills that enable pupils and young people to function successfully as members of society.
- ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

### Teaching and Learning Style

We use a variety of teaching and learning styles in PSHE lessons. Our Head teacher's aim is to develop pupil's knowledge, skills, and understanding. Sometimes we do this through teacher-led activities, while at other times we engage the pupils in an enquiry-based research activity. We encourage the pupils to ask, as well as answer, questions in PSHE. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. They use ICT in PSHE lessons where it enhances their learning. They take part in active discussions and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in 'real' PSHE activities, for example, engaging in local activities.

We recognise that there are pupils of widely different PSHE abilities in all classes and we ensure that we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this in a variety of ways which may include:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all pupils to complete all tasks);
- grouping pupils by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, matched to the ability of the pupil
- using classroom assistants to support the work of individual pupils or groups of pupils.

Throughout all key stages, pupils are taught in their form groups. They will be provided with opportunities to work individually, co-operatively in small groups, in mixed ability and gender groups, friendship groups and as a whole class. The structure of our provision uses the National Curriculum document for PSHE which ensures continuity and progression throughout each Key stage. Units of work are taught as detailed later in this document. It is essential to consider breadth and balance throughout each year group and across each key stage. 'How PSHE works' is encompassed within the PSHE teaching at Cambian Beverley School and pupils will be taught about experimental and investigative methods as an integral part of their PSHE studies.

### PSHE at Cambian Beverley School

The teaching of PSHE is based on an imaginative, creative curriculum, which aims at promoting awareness of current developments and applications in PSHE. The department seeks to promote enthusiasm, curiosity and understanding in all its pupils about themselves and the world about them, and to develop the skills of drawing conclusions and evaluating results from detailed observation and analysis.

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The delivery of PSHE education illustrates how diverse the delivery of moral, spiritual, social and cultural issues is for the pupils. What goes on in the lessons and what the pupils take away from these sessions is based on the level of teaching given. The teaching level is a significant determining factor in the success of the PSHE education programme.

PSHE education can be taught using a range of strategies; linked to an array of assessment methods. PSHE education is not a statutory subject and does not involve summative assessment. This means the teacher must use formative processes as assessment for learning.

### **Implementation – How is our Curriculum Delivered?**

#### **Staffing and Organisation across the Key Stages**

Throughout the school, PSHE education and Life Skills is delivered, overtly, by the Class Teachers, but also covered in assemblies. The curriculum that is delivered during these slots is only a small part of the physical, spiritual and moral teaching which the children receive. This is influenced by a range of factors, some of which are impossible to quantify, and, in a minority of cases, impossible to control.

#### **Learning outcomes**

##### **Foundation Learning**

The Level 1 and Level 2 NCFE awards in Relationships, Sex and Health Education are available through years 7-11. This allows pupils to gain an accreditation for their PSHE studies upon completion of the portfolio based learner record.

##### **Structure of the Award**

Pupils complete the Level 1 award by means of the year 7 and year 8 course. They complete the work for their portfolio and the Level 1 award can be claimed at the end of year 8.

To achieve the Level 2 award, pupils must complete the year 9, 10 and 11 components of the course and add all work to their portfolio. This award can be claimed at the end of year 11.

##### **Life Skills AQA Unit Award Program**

The Life Skills unit award program has been developed with careful consideration of the needs of the learners who attend Cambian Beverley School. With a curriculum that is in place for all key stages, Life Skills enables pupils to enrich their education and gain a wide range of experiences that are relevant to their lives, development and place in society. The AQA Unit Awards are linked to each delivered topic so that pupils can gain certification for all of their completed work. Where this is not an accredited course, pupils will build up a Record of Achievement to show all of their experiences in the Life Skills curriculum and this is something they can feel proud of.

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Statutory sex and relationship education is delivered as part of a cohesive unit on relationships. It is expected that schools will develop the possibility of some relationships being sexual, having first explored the need for effective relationships between a variety of people. Learners must understand and experience the importance of building good relationships before exploring sexual relationships. Some aspects are taught in Science and other as part of PSHE Education.

### **Impact – What Difference does the curriculum make to our pupils and to the wider school?**

#### **English**

PSHE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. The pupils develop oral skills in PSHE lessons through discussions (for example social issues within society). They develop their writing skills through writing reports and projects and by recording information.

#### **Mathematics**

PSHE contributes to the teaching of Mathematics in a number of ways. The pupils use Mathematics in PSHE when looking at statistics within society and using this to work towards a summary. The students will use mathematics in a range of topics such as unit 4 personal finance for example working out interest rates on mortgages and saving accounts.

#### **Information and Communication Technology (ICT)**

Pupils use ICT in PSHE lessons where appropriate. They use it to support their work in PSHE by learning how to find out information, create PowerPoints and to read newspapers online. Pupils use ICT to record, present and interpret data and to review, modify and evaluate their work and improve its presentation.

#### **Spiritual, Moral, Social and Cultural Development / British Values**

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness through the delivery of the weekly Participation sessions. These are taught on a rotation basis by all staff in the school to allow a range of activities relating to SMSC to be covered. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE education and religious education make a strong contribution. Pupils are led towards distinguishing right from wrong and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Social, moral, spiritual, cultural (SMSC) education is integral to our PSHE education programme. It pervades the whole of our teaching and learning; the ethos and life of our school. Within SMSC, our aims are to help pupils to:

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- develop self-esteem and confidence;
- enable pupils to understand what is right and wrong in their school life and life outside school;
- accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services in England;
- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school, including, for example an appreciation of theatre, music and literature;
- overcome barriers to their learning.

Therefore the understanding and knowledge expected of the pupils in Beverley School as an outcome of our positive approach to SMSC and British values includes

- *An understanding of how citizens can influence decision-making through the democratic process;*
- *An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;*
- *An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;*
- *An understanding that the freedom to hold other faiths and beliefs is protected in law;*
- *An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;*
- *An understanding of the importance of identifying and combatting discrimination.*

#### **Our objectives are to:**

- teach children the **FACTS** concerning their growth and development as individuals; help children to understand **CONCEPTS** such as tolerance, respect and liberty and equality;
- enable children to acquire **SKILLS** relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- encourage children to develop informed opinions and **ATTITUDES** for themselves about a range of personal, social and moral issues;
- nurture in children a particular set of **VALUES**
- give the children the **COURAGE** to challenge stereotypes based on race, sex, disability and faith and to judge all people fairly and equally.

#### **Careers**

PSHE education is the cornerstone of many jobs and as such plays an important role in careers education. By broadening the horizons of the students and informing them of the possibilities within the job market and the routes to them. PSHE teaching can also give them the skills to analysis job specifications and write targeted CV's to ensure they have the best opportunity to be successful in their endeavors.

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### **Teaching PSHE to Pupils with Special Educational Needs**

At Cambian Beverley School we teach PSHE to all pupils, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's different needs. When progress falls significantly outside the expected range, the pupil may have Special Educational Needs. Our assessment process looks at a range of factors – classroom organization, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the pupil to learn more effectively. This ensures that our teaching is matched to the pupils needs. Where a pupil requires an Individual Education Plan (IEP); this IEP may include, as appropriate, specific targets relating to PSHE. We enable pupils to have access to the full range of activities involved in learning PSHE. Where pupils are to participate in activities outside the classroom, for example, a trip to a PSHE museum, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Resources**

PSHE resources will be constantly monitored and updated to best support the curriculum. Equipment is checked on a regular basis and repaired or replaced as necessary.

### **Equal Opportunities**

All activities will be planned in a way that encourages full and active participation by all pupils, irrespective of ability or gender. The programme of study describes the expected levels of achievement that pupils should reach by the end of each unit, including those for pupils who have made more or less progress, depending on their ability. There will be a range of hand-picked, current and relevant books, journals and other materials available. There will be individualized planning in place including learning styles, targets and education plans.

### **PSHE and Display**

Display of pupils' work at all key stages is important for reasons of celebration, information and consolidation of learning. Materials suitable for display include key PSHE vocabulary, books and artefacts, models, posters, graphs, written work, diagrams and explanatory texts. Our aim is to use quality displays at every opportunity to ensure that the learning environment for our pupils is vibrant and celebratory.

### **Health and Safety**

Consideration for Health and Safety is of the utmost important in PSHE. Appropriate storage and handling of materials is highlighted. Pupils are taught to follow instructions to control risk to themselves and others. Discussing the meaning of certain symbols and where these are placed in real life situations. Shape and space are key in working life – as symbols the pupils need to recognize at a glance.

### **Assessment, Recording and Reporting**

We assess pupils work in PSHE by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. Their results are tracked to see how much of the course they have completed to the appropriate standard. During KS4 pupils work will be formative assessment.

PSHE work is undertaken in the appropriate subject A4 exercise book. Pupils will have the opportunity to use a variety of ways to record their work, including annotated diagrams, written descriptions and photo evidence.

The end of unit expectation in each scheme of work provides a broad description of achievement. These can be used to help the teacher assess the progress made by individual pupils.

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This Policy will be reviewed annually.

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