

# THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

Mountdale Gardens, Leigh-on-Sea, Essex SS9 4AW

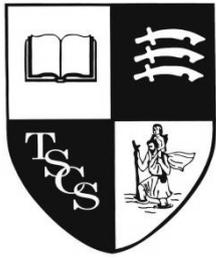
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## THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP (PSHCE) POLICY PRIMARY AND SECONDARY

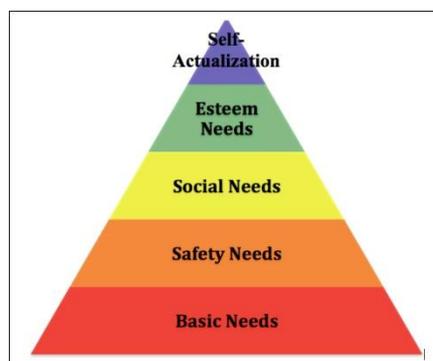
**First Written:** July 2002  
**Revisions:** July 2012  
September 2015

### 1. AIMS AND OBJECTIVES

Personal Social Health and Citizenship Education at the academy works alongside the PSHE Associations guidance which incorporates the following content under these headings:

- Learning within an ethical and moral environment.
- An acceptance of difference and diversity.
- Emotional wellbeing.
- Self - worth and a sense of identity.
- An understanding of economic wellbeing.
- Healthy lifestyles and choice.
- A sense of identity in the wider community.
- Strategies to stay safe.
- An understanding of Healthy Relationships and Sex Education.
- Positive relationships.
- Personalised learning
- Living in 21st Century Britain.

This content will be split into the PSHE Associations core themes ( Health and Wellbeing, Relationships and Living in the Wider World centered around Maslow's Hierarchy of Needs.



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Through specialised learning opportunities pupils can manage new challenges in their lives positively and form and maintain effective relationships in a range of situations.

**We aim for young people to become:**

Confident individuals who are able to develop the skills to function and grow, enabling them to make positive and responsible decisions that keep them safe in all situations. In addition enabling them to be accepting of differences, be they cultural, ethical or circumstantial and value both themselves and others on a day to day basis and to enable the learners at our school to develop into holistic individuals.

**In order to fulfil the above aims it is necessary for us to ensure:**

That PSHCE remains at the core of the curriculum at the academy, delivering a range of PSHCE activities that are embedded throughout the curriculum.

In addition PSHCE is taught in timetabled lessons from Key Stage Two onward throughout the academy.

## **2. CURRICULUM CONTENT AND TIME**

Throughout the academy the curriculum time dedicated to PSHCE will be delivered in the following way:

### **The Early Years and Foundation Stage and Key Stage One:**

- PSHCE will be taught throughout the daily curriculum and will be highlighted as such in Medium Term Plans.
- In addition circle time will be facilitated on once per week in each class under the direction of the PSHCE coordinator.

### **Key Stage Two:**

- PSHCE will be taught as a separate lesson once a week under the heading directed by the new Schemes of work.
- In addition all of the PSHCE that is taught discreetly throughout the day will be highlighted in Medium term planning.

### **Key Stage Three:**

- PSHCE will be taught as a separate lesson once a week under the heading directed by the new Schemes of work.
- For some pupils additional PSHCE work will continue in practical life skills lessons delivered weekly.
- All PSHCE that is taught discreetly throughout the curriculum will be highlighted in Medium term plans.
- Many of the Key Stage three groups will be beginning an ASDAN qualification in SRE throughout the three years.

### **Key Stage Four:**

- PSHCE will be taught as a separate lesson once a week under the heading directed by the new Schemes of work.
- For some pupils additional PSHCE work will continue in practical life skills lessons delivered weekly.
- All PSHCE that is taught discreetly throughout the curriculum will be highlighted in Medium term plans.
- Many of the Key Stage four groups will be completing the ASDAN PSHE award.

## **The 16 -19 Provision:**

Care is taken to ensure that pupils revisit some topics in greater depth with a more adult led focus. New topics are introduced according to the needs of the group ensuring progression according to the needs of the group.

### **3. RSE**

- Relationship and Sex Education is a very important part of the academies curriculum. It enables pupils to build a positive self image and extend this into developing positive and meaningful relationships in the future.
- It helps in safeguarding the pupils by enabling them to learn about responsible choice.
- We are currently using approved FPA and Local Authority resources to underpin our existing curriculum.
- There is a separate document highlighting the aims of SRE within the school.

### **4. PLANNING**

All planning will be directly linked to the PSHE Association guidance and National Curriculum guidance for Citizenship.

Schemes of work will make specific reference to the PSHE Association guidance and National Curriculum guidance for Citizenship will be written and reviewed annually whilst adhering to the pupil demographic and need.

As stated in the above section all PSHCE will be highlighted throughout Medium term plans with specific reference to the PSHE Association guidance and National Curriculum guidance for Citizenship.

Reference should be made in all planning to SMSC.

### **5. MONITORING**

Monitoring PSHCE will enable the coordinators to gain an overview of PSHCE teaching and learning throughout the academy. This will assist the academy in the self evaluation process identifying areas of strength as well as those for development

**In monitoring of the quality of teaching and learning the PSHCE coordinators will:**

- Oversee plans to ensure that the PSHCE being taught is age and ability appropriate.
- Moderate pupil's work.
- Observe PSHCE teaching and learning in every primary classroom and across the secondary department.
- Analyse assessment data through moderation and cross moderation with other local schools.
- Reflect on the CASPA data recorded in addition to the school data base.
- Regularly review the PSHCE policy and scheme of work alongside teachers.

### **6. ASSESSMENT:**

- All PSHCE assessment will be carried out through the b squared programme.
- In order to evidence and assess work accurately and meaningfully all groups will be asked to moderate 3 learners varying in ability over a year's period.

- This annotated work will then be moderated annually by the PSHCE coordinators to ensure continuity.
- Selected groups across the school who have Tapestry accounts a minimum of one PSHE observation should be added each half term.

## **7. RESOURCES AND BUDGET**

The PSHCE budget is allocated each financial year and is available for the whole academy. Teaching staff that require particular items of equipment, books to be taught effectively need to discuss these with the PSHCE subject leader who will then order as appropriate. Resources will be reviewed on a regular basis and are recorded on a data base

All resources across the academy will be available to share. Links with other local schools have also facilitated a sharing policy which can be accessed via the PSHCE coordinators.

## **8. USE OF ICT**

ICT has an important part of play in the teaching of PSHCE. Pupils and staff regularly make use of the up to date information such as the news and current affairs. Also fast moving topics such as drug misuse.

The academy subscribes to a number of web-based resource sites that offer interactive activities for pupils within PSHCE. Pupils are often encouraged to use their ICT skills to present their work through the use of film making and photography.

The topic of E-safety is a very current issue in the academy at present and the issue is being addressed both in PSHCE and throughout the wider curriculum.

## **9. EXTENSION AND EXTRA CURRICULAR ACTIVITIES:**

- Pupils in need of further support with their personal, social and emotional development are offered one to one time or work within small select groups with the academy's Pastoral Support Team and have personalised timetables. Many after academy clubs are offered across the whole academy with the basis around personal and social development.
- Where pupils require extension activities / courses that cannot be offered within school, we will endeavour to find appropriate courses to meet their individual needs thus enabling pupils to fulfil their full potential.
- Counselling is offered at the academy where identified needs are highlighted.
- Many groups in the academy are targeted for extracurricular activities to help maintain a link with the academy during unstructured time; be it in the holidays or after the academy day has finished.

## **10. ATTITUDES**

PSHCE across the academy is taught with the aim to develop a positive attitude towards the pupil's personal development. Exploring topical and real life social and moral situations makes it 'real' to the child. Social and emotional aspects of learning are important for personal and social development and for challenging inappropriate behaviour safely. This includes the ability to listen, empathise and understand consequences of aggressive, passive and assertive behaviour in relationships whilst accepting difference and diversity.

## **11. PSHCE COORDINATOR**

There is a designated PSHCE Co-ordinator for the primary and secondary departments to oversee the planning and delivery of PSHCE within the academy.

**The PSHCE coordinators will be responsible for:**

- Facilitating the use of PSHCE across the curriculum in collaboration with all subject coordinators
- Providing or organising training to keep staff skills and knowledge up to date
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- Monitoring the delivery of the PSHCE curriculum and reporting to the **Head** teacher on the current status of the subject
- Meeting with the Governor linked to PSHCE development in the school to discuss all aspects of PSHCE teaching, learning, progress and targets.
- Moderation of the subject.
- Overseeing planning and assessment.
- Enhanced Healthy Schools.
- Raising the profile of the subject throughout the academy and beyond through our commitment to Outreach.

**12. REVIEW**

Revision and updating of this policy will be completed by subject co-ordinator following discussion with the Headteacher and Governor responsible for the subject. Revisions will be presented to the governing body for discussion and approval.

Name:  
July 2012

**Name:** Alison Paveling and Paul Shuttleworth (PSHCE coordinators)

**Date:** September 2015