



**John Watson School**

# Personal, Social, Health and Economic (PSHE) Policy

Signed by *Lynn Wong*  
Chair of Governors

Date: May 2022

This policy will be reviewed as per the review schedule set by the Governing body

## Personal, Social, Health and Economic (PSHE) Policy

At John Watson School (JWS), we recognise everyone's right to feel safe and respect diversity. We believe that all of our pupils have individual and unique strengths and needs.

Our Core Values **SLICE** underpin all learning and ensures a whole school approach to improving the outcomes of pupils

Safety	Learning	Independence	Communication	Engagement
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The Department for Education (DfE) says: ***'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'***

At JWS every pupil follows a PSHE curriculum pathway that supports their understanding according to their strengths and needs, including outcomes from individual Education, Health and Care (EHC) plans. The curriculum pathways cover mental health and wellbeing, physical health (including healthy lifestyles, drugs awareness and first aid on our Generalised pathway), learning about safe and healthy lifestyles, including keeping safe online. Relationship and Sex and Health Education (RSE) is covered in our separate RSE Policy and curriculum pathways.

### The purpose of this policy is

- to promote the school's aims and core values in relation to PSHE (Personal, Social, Health and Economic) education
- to promote physical and emotional well-being, including healthy eating, fitness and mental health awareness, including drug education (as appropriate)
- to develop an understanding of how to be responsible towards others
- to develop good relationships with others, respecting their individual talents, needs and differences
- to actively promote equality and diversity at all times (please see separate [Anti-bullying Policy](#))
- to develop an understanding of staying safe online
- to promote British values and develop an understanding of Citizenship
- to promote the development of personal economic well-being

### Statement of Intent

This PSHE Policy will:

- be implemented inline with recommendations from DfE that *PSHE is an important and necessary part of all pupils' education* and should be done by *drawing on good practice, which can encompass many areas of study* (DfE, 2022)
- recognise the importance of developing the knowledge, skills and understanding of key aspects of Citizenship as individuals within the school and wider communities (DfE, 2015)

### This policy links to:

- Relationships and sex education (RSE) Policy - [see link](#)  
it is compulsory for all primary aged pupils to have relationship education, and for all secondary pupils to have relationship and sex education (RSE). This is implemented with regard to the [Secretary of State's guidance](#).
- Anti-bullying Policy - [see link](#)  
it is a key aim at JWS that pupils should be educated in a positive and safe learning environment in which bullying is not tolerated and meets the needs of all members of the school community.

### Teaching and Learning

At JWS our PSHE and Citizenship curriculum pathways have been created with reference to guidance from the DfE (2021), which recommends seeking advice from the [PSHE Association](#). As a special school this recommends a focus on the [Planning Framework for Pupils with SEND](#), which has been adapted to incorporate our core values of SLICE.

These areas are covered in our curriculum pathways under the headings of:

- **Self-awareness** - me, who I am, my likes, dislikes, strengths and interests, which includes developing a sense of Self
- **Self-care, support and safety** - looking after myself and keeping safe, including keeping safe online, independence skills, and basic First Aid (Generalised pathway)
- **Managing feelings** - understanding feelings, choices and behaviour, including self-regulation and co-regulation
- **Changing and growing** - how I and others are changing (the changing adolescent body), forming relationships, opportunities and responsibilities
- **Healthy Lifestyles** - being and keeping healthy, physically and mentally, including wellbeing and healthy eating
- **The world I live in** - including the communities we live in, British Values, Citizenship and Careers

Curriculum pathway stages will reflect topic areas that are relevant and meaningful for the pupil following them.

**What does this look like?**

- On the Fundamental Curriculum Pathway, pupils will focus on areas such as showing pleasure when they interact with others under the topic of Self-Awareness, or begin to help others to dress them as part of Self-Care.
- On the Enhanced Curriculum Pathway, pupils will focus on aspects such as identifying and expressing feelings under Managing Feelings, or growing up and changes from baby to adulthood in Changing and Growing.
- On the Generalised Curriculum Pathway, pupils will develop a more in depth understanding of the benefits of physical activity, or rules and laws as part of the World I Live In.

Statutory elements of RSE are to be found within our RSE curriculum pathways and will be delivered as part of PSHE through the above areas. RSE is covered as part of pupils learning about Protective Behaviours and within science related lessons. Staff are highly skilled to educate pupils on their changing body and the Clinical Nurse Specialists (CNS) provide further support as required. Included in the PSHE curriculum are citizenship, anti-bullying and drugs awareness, tailored to the individual needs of pupils.

Planned Opportunities for PSHE, Citizenship and Careers:

All planning and learning reflect our core values of SLICE and individual pupils' appropriate Curriculum Pathway. Planning will be formulated through the use of:

- Education, Health and Care Plans (EHCPs)
- Individual Learning Plans (ILPs)
- 2 Year Rolling Long Term Plan
- Yearly Thematic Planning
- Termly Key Stage Overviews
- Medium Term Planning
- Individual Short Term Planning and Responsive Teaching Records (RTRs)

Teaching and learning opportunities will be provided through:

- Links to individual learning plan targets and EHCP outcomes
- One-to-one (1:1) sessions, activities and discussions
- Paired or small group work as appropriate, linking to curriculum pathways
- Whole class sessions and activities based on specific topic areas, such as creating class rules, or roles and responsibilities
- Digital formats and online information
- Parent / carer meetings and support sessions to share key information, resources and strategies

Whole school teaching and learning opportunities:

- Assemblies, where pupils are informed on a range of topics relating to PSHE and Citizenship
- National events, such as Mental Health Awareness and Anti-bullying weeks
- Drama and role play as a powerful vehicle to help pupils be more assertive and teach them strategies to help them deal with a range of situations
- IT lessons offering opportunities to understand key topic areas, including e-safety and cyberbullying
- Adults modelling good practice to support mental and physical wellbeing, alongside their behaviour towards each other and to students, e.g. the use of Family Links language
- Newsletter with news and updates highlighting topics relating to personal development, safety, healthy lifestyles, anti-bullying and opportunities/experiences in school and the wider community
- Involving the whole school community in writing and reviewing the policy

We work closely with external professionals and services that support PSHE, including RSE, and Citizenship:

- Clinical Nurse Specialists (CNS)
- Activate Learning Oxford - Careers experiences and advice
- Riding for the Disabled (RDA)
- Library Services
- Local shops and amenities
- Music for Autism
- Pets as Therapy
- Integration with Magdalen College School, including science and drama opportunities
- Integration with local Wheatley Schools - Wheatley Primary School and Wheatley Park School
- A range of workshops, including Virtual Lab and Farms2Ewe

### **Inclusivity**

At JWS, we will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- Encourages pupils to be curious

During learning activities, we make pupils feel:

- Safe and supported
- Able to engage with key messages
- Confident to communicate, as questions and engage with topics

### **Roles and responsibilities**

- **The governing body** will approve the PSHE and RSE policies and hold the headteacher to account for its implementation.
- **The headteacher** is responsible for ensuring that PSHE, including RSE, is taught consistently across the school.
- **Teachers / Staff** are responsible for delivering PSHE, including RSE, in a sensitive way, in line with SLICE. They will take into account the pupils' age and stage of development as well as their barriers to learning, interests and the Curriculum Pathway they are following (Fundamental Pathway, Enhanced Pathway or Generalised Pathway).
- **Parents / Carers** right to withdraw their child from RSE related activities/lessons - Please see [RSE Policy](#)
- **Pupils** are expected to engage fully in PSHE (including RSE), and Citizenship activities, treating each other with respect and sensitivity.

### **Monitoring arrangements**

The delivery of PSHE is monitored by Trudi Rainsberry, Deputy Headteacher, through monitoring arrangements such as planning scrutinies, learning walks, moderation, curriculum pathway development, teacher appraisals and during team meetings / professional development meetings.

Pupils' development in PSHE and RSE are monitored by class teachers as part of our internal Assess Plan Do assessment systems and linked to individual learning plan outcomes, as agreed by parents/carers during annual reviews.

This policy will be reviewed every 3 years. At every review, the policy will be approved by the chair of governors.

**Resources:**

- JWS PSHE Curriculum - [Fundamental](#), [Enhanced](#) & [Generalised](#)
- JWS Careers Curriculum - [Enhanced](#) & [Generalised](#)
- JWS RSE Curriculum - [Fundamental](#), [Enhanced](#) & [Generalised](#)
- [DfE Personal, social, health and economic \(PSHE\) education](#) (updated September 2021)
- [DfE Careers Strategy: making the most of everyone's skills and talents](#)
- [DfE Careers guidance and access for education and training providers](#)
- [8 Gatsby Benchmarks - Good Career Guidance](#)
- [Activate Learning - Careers advice/provider](#)
- [PSHE Association - PSHE education planning framework for pupils with SEND \(KS1-4\)](#)
- [Governance handbook](#)

**Relevant JWS Policies:**

[RSE Policy](#)

[Anti-bullying Policy](#)

[Child protection and Safeguarding policy](#)

[Equality scheme](#)

**The Legislative Background:**

- [0-25 SEND Code of Practice 2014](#)
- [The Human Rights Act 1998 \(Easy read version\)](#)
- [Equality Act 2010](#)
- [Technical and Further Education Act 2017](#) (The Baker Clause)
- [Section 42A, 42B, 45 and 45A of the Education Act 1997](#)
- [Section 72 of the Education and Skills Act 2008](#)
- [Schedule 4 \(15\) of the School Information \(England\) Regulations 2008](#)

Reviewed by Trudi Rainsberry, May 2022