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Sedgemoor Manor School– Personal, Social and Health Education Local Procedure

All pupils at Sedgemoor Manor have an Education, Health and Care Plan (EHCP). The EHCP communicates to us that these students have a variety of diagnoses. These include ASD, PDA, ADHD, dyslexia, dyspraxia, anxiety, sensory processing difficulties, language and communication disorders and social and emotional needs. All programmes of study are carefully planned in order to engage pupils in learning, whilst lowering their anxiety and ensuring there are maximum opportunities for success. These individualised, bespoke programmes may initially start from pupils' own interests, and may incorporate the outdoor environment and work in the wider community.

Aims and objectives

Personal, social and health education (PSHE) enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and that of the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of PSHE are to enable the children to:

- Know and understand what constitutes a healthy life style
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent and responsible members of the school and wider community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues

- Develop good relationships with other members of the school and the wider community
- Work as part of a small group taking turns, negotiating and problem solving.
- Acquire a basic knowledge of sex and relationships education at a level appropriate to individuals or small groups.

Teaching and learning style

Sedgemoor Manor uses a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote becoming active members of society e.g. charity fundraising, the planning of school special events such as a theme lunch or involvement in an activity to help other individuals or groups less fortunate than themselves. Whole school themed events and termly charity events give children the opportunities to develop their social and cultural awareness. Pupil voice is celebrated through the school council, where elected members contribute to weekly meetings.

We organise group activities in such a way that pupils are able to participate in discussion to resolve conflicts or to set agreed classroom rules for behaviour. We provide opportunities for the children to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community

PSHE curriculum planning

We teach PSHE in a variety of ways. In some instances, we teach PSHE as a discrete subject where the content may be of a sensitive or emotive nature.

Some of the time we introduce PSHE through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the planning of proposed local developments. There is a large overlap between the programme of study for religious education and the aims of PSHE, we teach many of the PSHE objectives through our religious education lessons.

Within some classes group PSHE lessons are taught on a weekly basis. In other classes PSHE is taught on a one to one basis.

Assessment and recording

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons or within the school during less formal learning activities. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. These observations and link into the social progress assessments.

Resources

We use various resources to teach PSHE including those connected to the PSHE Association. Resources are held by the individual teachers and but key documents are held by the class teachers.

