



PSHE/PSD Policy

**East Crescent Road
Gravesend
Kent
DA12 2AH**

Name of school: Pierview Academy

Date of policy: July 2020

Name of PSHE coordinator(s): Verity Robinson, David Cowell, Debbie Pardey

1) Purpose of the Policy

- To state the importance the school places on the learners' personal and social development;
- To set out the whole school framework within which the taught curriculum and wider opportunities contribute to this;
- To identify where responsibility for each aspect of whole curriculum provision lies; to inform all members of the school community and the individuals and organisations which support it;
- To set curriculum provision in the wider context of school improvement and Healthy School development;
- To ensure that statutory requirements are met, including, arrangements for sex and relationships education (SRE), drug education, and the management of drug-related incidents (see Sex & Relationships Education Policy and Drugs Education Policy).

2) Introduction and Importance of PSHE/PSD

Within ALP Schools, PSHE may also be referred to as Personal and Social Development (PSD). The two do overlap but also have differences which are outlined within this policy.

a) Pierview Academy is an independent school offering short/medium/long term provision for learners with social, emotional and behavioural difficulties and a range of other special educational needs. We strive to create an environment where:

- Learning is supported and attitudes to learning are positive
- Parents/carers, staff and learners are positive about behaviour in school
- Learners' behaviour during and outside lessons is good, including learning environments in other locations
- Good behaviour and good work is recognised and appreciated, learners are proud of their achievements
- Learners can learn the importance of taking responsibility for their own actions by developing their self discipline skills
- Learners can gain an understanding of their role in the wider community and in society and can appreciate the need to treat all people with respect
- Consistent behaviour management makes a strong contribution to improvements in behaviour over time.

Pierview Academy has a whole-school approach to developing positive behaviour and attitudes. Preventative PSHE education that teaches acceptance, tolerance and empathy — as well as

strategies to respond appropriately to bullying, prejudice and discrimination — plays an important part alongside an effective behaviour and sanctions policy.

Pierview Academy encourages learners to have high levels of respect for each other. They are encouraged to support one another's well being and can demonstrate high levels of self-control.

PSHE education helps our learners to know how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it.

There are some fundamental beliefs that underpin our approach to modelling, creating and promoting good behaviour.

- We provide a positive, safe, caring learning environment where every person is valued and respected
- All Learners have the right to consistent and high quality learning with minimal disruption from other learners
- Regular communication between learners, parents and staff is vital
- In the unlikely event that learners are hurt, abused or bullied by others in school they will be listened to and will receive support – such incidents are taken very seriously
- Developing positive self-esteem of our learners is very important in preparing them to be successful learners
- The curriculum is acknowledged to play a crucial role in the management of behaviour in school. Learners who are motivated, engaged and interested are more likely to manage their behaviour well
- The school collaborates with external agencies to support our learners
- Learner voice is important when making whole school decisions

b) This policy sets out the arrangements for PSD education, including sex and relationships education (SRE) and substance misuse education across the whole school curriculum.

c) Pierview Academy is an active member of the nationwide Healthy Schools Programme which promotes learner voice and a suitable PSHE curriculum. This also means that the school has regular communication with parents/carers via the school newsletter and via Parent Mail with regards to any PSHE activity that may take place in school can be supported in the home environment and the community.

3) Other policies and considerations contributing to our PSHE/PSD curriculum

- Well-Being Policy and Well-Being Curriculum
- SRE Policy
- Substance Use and Education Policy
- Careers Policy, including careers guidance, work-related learning, enterprise and financial capability
- Safeguarding and Child Protection Policy

- Behaviour Management Policy
- Inclusions and Equal Opportunities Policy
- Anti-bullying; Anti-racism Policy
- Teaching and Learning and Assessment Policy

4) Aims of our PSD/PSD Curriculum

Personal and Social Development (PSD) - is imaginative ways of supporting young people in: becoming confident individuals who are physically, emotionally and socially healthy. Being responsible citizens who make a positive contribution to society and embrace change.

Personal, Social, Health and Economic (PSHE) Education focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work, this has a focus on Employability Skills.

Our curriculum aims to develop positive behaviour and attitudes

Our objectives are for all learners to improve their skills, knowledge, attitudes and values in the following areas:

- Understanding of and involvement in the local community
- Healthy Living and Healthy Lifestyle
- Personal Finance
- Making the most of leisure time
- Self Development
- Developing Enterprise Capabilities
- Employability Skills
- Understanding Business and Enterprise
- Health and Well-Being - Including alcohol awareness, substance misuse awareness, sexual health awareness, personal safety, stress awareness, mental health awareness, health and nutrition.

Intent: We strive towards a coherently planned curriculum that equips young people for the real world. PSHE ensures wider development of our learners. The topics the school covers ensures we meet our own learners needs, addressing the challenges they may commonly face. We identify these needs via our initial assessment, pupil profiles and the schools bespoke Well-Being Measure.

Implementation:

Effective implementation and delivery by teachers and tutors who feel confident and qualified to teach PSHE education is important. We recognise that PSHE can do harm if not taught well, this calls for a suitably trained PSHE Lead and teachers/tutors who have good knowledge of the

areas they are teaching and of PSHE pedagogy. Leaders are responsible for supporting teachers and providing appropriate professional development

Impact:

The aim of all of this is to have a positive impact on our learners. Pierview has a PSD and Employability progression plan which ensures that young people at all stages of their education are prepared for life now and also for their next steps, whether that's moving up to secondary school, or into further education, employment or training. PSHE/PSD education not only contributes to these areas but is also linked to improved academic performance, particularly for the most disadvantaged.

Pierview Academy operates with a Foundation Learning Curriculum. This means that all learners work towards Functional Skills, Vocational Learning and PSD. PSHE/PSD forms a significant part of our ethos and curriculum. The school's ethos reflects this, which is summarized in the ARRRTT phonemic meaning that Attendance, Routine, Relationships, Respect and Trust which all need to be established before effective Teaching can be successfully embedded.

We aim to help learners in their personal development as well as academic progress. This involves ensuring that each young person is safe, healthy and makes a positive contribution in and outside of school.

The school's provision for PSD education contributes to:

- The school development plan by carrying forward areas for development and improvement.
- Healthy School status by providing clarity on the areas of PSHE that evidence good practice.
- A safe, healthy and caring learning environment
- Transition to future employment, education and training

The PSD education meets the statutory requirements and reflects national guidance including:

- DfE Guidance for Health Education
- Ofsted Framework for characteristics of outstanding PSHE education
- DfE Sex and Relationship Education Guidance
- Children Act 2004 - Safeguarding and promotion of wellbeing
- The Equality Act 2010 - Equality of opportunity and prevention of discrimination

5) Priorities for Learners' health and wellbeing

The PSD provision aims to meet the needs of all learners, including:

- Vulnerable groups and their needs
- Learners with special educational needs

It addresses the following priorities for their health and wellbeing.:

- Nutrition and health: Including body image and obesity
- Emotional health & wellbeing: including self-esteem, relationships, bullying and self-harm
- Safety: Including Online Safety
- Sexual health and teenage pregnancy
- Alcohol and Substance Misuse
- Financial capability
- Careers, enterprise & employability

6) Responsibilities

All practitioners in the school, including SMT, teachers, Tutors, LSA's and Therapists are responsible for the implementation of this policy. The nominated PSD education subject leader is Verity Robinson who reports to: David Cowell (Managing Director) Debbie Pardey (Head Teacher) and the schools Assistant Head Teacher in the capacity of line manager.

The nominated subject leader is responsible for:

- Ensuring this policy is implemented
- Leading the development of the programme across the curriculum
- Providing support to staff in terms of advice, staff development and appropriate resources
- Managing and accounting resources for PSD/PSHE delivery
- Updating and implementing the PSHR and SRE development plan
- Ensuring the school meets all elements of the Healthy Schools Kitemark and works towards the grading of Outstanding
- Leading the evaluation of the quality of the provision and the evaluation of the annual programme in association with other staff, taking into account Learners' views.
- Monitoring learner progress in the subject areas

The coordinator's full responsibilities are set out in the job description.

7) Organisation and staffing

PSD education has a coordinator, leading staff plans and schemes of work, designated curriculum time, CPD opportunities, regular team/departmental meetings, opportunities for staff training and resources.

PSD education is taught throughout the school, including all year groups and abilities. It comprises:

- A minimum of two weekly designated lessons. The length of this lesson depends on the individual learner.
- Subject links: see named subject schemes of work
- Enrichment activities: eg healthy schools week, healthy relationships week, Learner voice, environmental and community activities, mini-enterprise, work experience, trips etc

to the school pathways, baseline assessments and monitoring of targets and expected progress. The assessment programme is based on learner self-assessment for learning in line with the school's assessment policy. Tracking documents identify aspects of PSHE education to be assessed, these also form a record of each learner's achievements, along with the schools Foundation Learning Tracker. School reports will inform parents about their Learner's progress in PSHE education.

8) Monitoring and Evaluation

a) Monitoring:

The nominated teacher for PSD will be responsible for reporting to the management team termly, on progress with delivery of the agreed programme and learning outcomes, and learner progress and achievement.

A regular programme of observation of PSHE education teaching will be carried out by the Senior Management Team.

PSD education is taught mainly by the subject lead along with the support of Tutors. Where possible all staff with teaching responsibilities are trained to deliver elements of PSHE education. Planned contributions to the programme are made by Tutors.

b) Content, teaching approaches and resources

There are Schemes of Work and lesson plans in place for the teaching of PSHE / PSD subjects. The main elements of these can be seen in Appendix A and B which are the PSD Pathways and the Employability Pathways.

A wide range of teaching and learning strategies are employed to provide opportunities for personal and social development based on good practice in PSHE/PSD education.

PSHE/PSD programmes may be supported by outside agencies and alternative learning provision. For example, learners on the school outreach provision may access a planned and suitable PSD course to meet their individual needs.

c) Assessment, recording and reporting

Learners' progress and achievement in PSHE/PSD education are assessed regularly, in relation

d) Evaluation

The nominated teacher, with support from Tutors will carry out an end of year evaluation for each learner to give feedback on the PSHE education. In turn, this will allow for modifications for the next year's programme. This will also include feedback from learners.

9) Professional development

- PSHE education professional development budget for the year will be made available as part of the schools training budget
- Agreed priorities for CPD will be made in line with the teachers needs, healthy schools agenda, PSHE development plan and curriculum areas being covered that academic year.
- Training for others: LSA's, Tutors, SMT members and members of the schools governance may also benefit from full staff training or bespoke courses.
- There will be planned contributions to whole school INSET/staff meetings for the year

10) Specific matters

a) External contributors supporting the programme.

External contributors add value to the PSHE/PSD education programme. Pierview Academy will agree the role of the visitor and how their contribution relates to the agreed programme. The school will highlight the necessary policies and protocols with all external contributors.

b) Answering questions; dealing with disclosures; confidentiality; sensitive/controversial issues.

All staff delivering or involved in the delivery of PSHE/PSD recognise that they may face disclosures, confidential matters and sensitive issues. All staff are trained in how to deal with this and have had relevant safeguarding training which is delivered annually.

c) Sex and relationships education (SRE):

The school has a robust SRE. This can be seen in more detail in the specific policy and via the schools development action plan for PSHE and SRE. The current delivery and support available in Pierview Academy is as follows:

- NCFE Level 1 Sexual Health and Relationships and occasion use of ASDAN short courses
- Delivery of sex education in science lessons
- Speak Easy - Sex education for parents
- Registered GET-IT centre for sexual health services, including contraception service

SRE is Coordinated by David Cowell and Verity Robinson

d) Alcohol and drug education - This has been outlined in separate policies:

- First Aid and Medicine
- Drug Education Policy
- All learners work towards NCFE level 1 awards in Alcohol Awareness and Substance Misuse Awareness

11) Policy development, dissemination and review

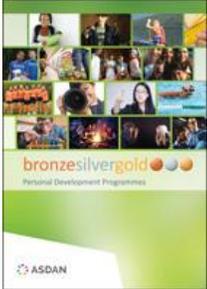
a) This policy was developed/reviewed in consultation with key staff members and coordinators of Health Schools .

b) The policy is available on school website and in the staff admin drive

c) This policy will be reviewed at the discretion of the SMT and Executive Board or when key changes affect the policy.

Appendix A

PSHE pathways for Pierview Academy



ASDAN Bronze, Silver and Gold (Students gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity. Six credits are needed to achieve Bronze, 12 credits for Silver and 18 credits for Gold).

Key steps ages 10-14

Optional units to choose from (pupils can do as many as they like as long as they have completed a minimum 35 hours of learning. They can progress to achieve 3 certificates and thus choose additional challenges)

Identity

- Challenge 1 - Who am I
- Any challenge - My education
- Any challenge - Family
- Challenge - Record of achievement

Community

- Challenge - Local community
- Challenge - Helping others

Health

- Any challenge - Personal care
- Any challenge - Healthy eating
- Challenge - Keeping fit
- Challenge - Sports in the community
- Challenge - First aid
- Challenge - Help and advice



Working 'Towards Independence' ages 14-16

This qualification is specifically aimed at learners with SEND

First booklet **Starting out** must be completed

There are other Optional units to choose from please see

www.asdan.org.uk/towards-independence



CACHE Level 1 Award in Nutrition and Health- Wellbeing (4 credits)

Unit 6 - Introductory awareness of the importance of healthy eating and drinking for adults
(Credit value 3 with 24 guided learning hours)

Unit 9 - Understanding eating disorders (Credit value 1 with 9 guided learning hours)

CACHE Level 1 Certificate - Wellbeing (13 Credits)

Unit 1 - Introduction to stress and stress management (Credit value 3 with 24 guided learning hours)

Unit 2 - Develop awareness of mental health (Credit value 3 with 24 guided learning hours)

Unit 3 - Develop awareness of relationships and sexual health (Credit value with 9 guided learning hours)

Unit 4 - Develop awareness of substance misuse (Credit value 2 with 13 guided learning hours)

Unit 5 - Personal safety awareness (Credit value 3 with 18 guided learning hours)

Unit 7 - Introduction to alcohol awareness for the individual (Credit value 3 with 27 guided learning hours)

Complete the following 4 units from the PSD curriculum - NCFE Level 1 Award in Personal and Social Development

Unit 1 - Community Action (credit value of 2 with 20 guided hours or learning)

Unit 5 - Healthy Living (credit value of 2 with 20 guided hours or learning)

Unit 7 - Making the Most of Leisure Time - Unit 7 (credit value of 2 with 20 guided hours or learning)

Unit 8 - Managing Own Money - Unit 8 (credit value of 2 with 20 guided hours or learning)

Learners completing the level 1 Award may complete additional units to enable them to work towards the Level 1 Certificate

For more information on course please visit

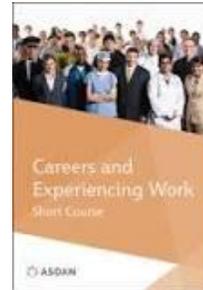
www.asdan.org.uk

www.ncfe.org.uk

Appendix B

Careers pathways for Pierview Academy

ASDAN Short course Careers and Experiencing Work



NCFE Entry Level 3 Award in Developing Enterprise Skills (601/4148/7) (45GLH) 6 credits

Unit 1- Introduction to enterprise skills (3 credits)

Unit 2- Participate in an enterprise activity (3 credits)

NCFE Level 1 Award in Employability Skills (601/4680/1) (60GLH) 6 credits

Unit 1- Understanding Mindset (2 credits)

Unit 33- Writing a CV (2 credits)

Unit 31- Job Application Skills (1 credit)

Unit 32- Interview Skills (1 credit)

NCFE Level 1 Certificate in Employability Skills (601/4681/3) (90GLH) 15 credits, (6 carried forward from the award)

Unit 22- Working as a Team (2 credits)

Unit 24- Being Managed by Others (1 credit)

Unit 34- Being Safe and Healthy at Work (2 credits)

Unit 35- Health and Wellbeing in the Workplace (2 credits)

Unit 39- Job Search Skills (1 credit)

Unit 40- Dealing With Your First Days at Work (1 credit)

NCFE Level 1 Certificate in Business and Enterprise (V Cert) (601/0315/2) (120 GLH) 4 mandatory units, internally assessed portfolio of evidence.

Unit 1- Introduction to business and enterprise

Unit 2- Marketing for business and enterprise

Unit 3- Finance for business and enterprise

Unit 4- Plan, outline and take part in a business or enterprise project

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction.