

HEREFORDSHIRE PUPIL REFERRAL SERVICE



PSHE POLICY *(with reference to RSE)*

Status	Non-Statutory
Responsible Management Committee (MC)	Curriculum
Date last approved by MC	November 2022
Responsible Person	Headteacher
To Review Date	November 2024
Last Amended Date	

Overview & Purpose

This policy serves a number of purposes:

- It offers a whole school statement of intent through its aims for PSHE/RSE.
- It sets out an agreed approach to PSHE/RSE in the curriculum, guiding practice, offering a clear framework for teaching.
- It clarifies the school's intended outcomes for its PSHE/RSE provision.
- It informs and reflects practice by outlining the content covered and methodology used to enable learning in PSHE/RSE.

How was the content decided?

- Local and national data guidance
- Identifying the needs of our pupils
- Statutory RSE guidelines

As well as being available to parents & carers, this policy will be used by key third party professionals, such as visiting speakers, who will want and need to know the aims, objectives and values that the school has in relation to its PSHE/RSE programme, together with agreed teaching methodologies and boundaries for their work in school.

HPRS also has a separate, dedicated Relationships & Sex Education (RSE) policy, to be read in conjunction with this PSHE policy.

Curriculum Intent

HPRS is committed to providing a high quality educational experience for all pupils. Our curriculum determines and underpins the whole ethos of our school which is that we want all pupils to achieve and to do well in all areas.

At HPRS, our Personal, Social, Health and Economic Education (PSHE) and RSE (Relationships and Sex Education) is taught through both discreet and cross-curricular lessons but also underpins all activities, educational visits (if and when appropriate), form time and guest speakers/visitors.

It is intended that we will offer a cohesive whole-school approach which enables our pupils to become healthy, independent and responsible members of society. Our staff ensure that

the lessons and activities are accessible to all pupils, creating suitable resources to support everyone. The intention is to develop the whole child to provide them with the knowledge, skills and attributes needed to protect and enhance their wellbeing.

- Through lessons, pupils will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them.
- Work is carried out on 'mind-set and attitudes' to inspire all pupils to achieve and believe in themselves, creating active, confident members of the community.
- Lessons will provide pupils with the knowledge they need to stay safe and to know when and how they can ask for help.

Implementation

PSHE and RSE is taught in weekly lessons of 40 minutes' and every day in form/tutor time where we hold regular debates via Votes for Schools about a current topic linked to SMSC and British Values. Pupils have the opportunity to vote on a topic; these votes are real and are sent to the relevant leaders/organisations. We then discuss the results which have been gathered from pupils all over the UK.

In Key Stage 4, pupils have PSHE folders to store their work in PSHE/RSE sessions. These allow for assessment for learning opportunities which enable self-evaluation and reflective learning and allow the teachers to evaluate and assess learning.

Alongside this our pupils are working towards the Award/Certificate in Lessons in Financial Education (LIFE) which is completed via online learning with the London Institution of Banking and Finance (LIBF) This covers our financial and economic education.

Our PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of our pupils, preparing them for life in the wider world.

At HPRS, pupils are taught:

- To develop the knowledge, understanding and skills they need to manage their lives now and in the future.
- Opportunities to explore, clarify and if necessary challenge their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

In KS4 we use the EC Publishing PSHE resources and the PSHE Organisation guidelines to inform our curriculum planning. They cover all of the required objectives and fulfil the requirements of the 2020 Statutory Relationships and Health Education through a broad and balanced curriculum.

These topics are based around 3 key themes as identified by the PSHE Association:

- Living in the wider world
- Health and wellbeing
- Relationships

Impact

The aim of the PSHE and RSE curriculum is to have a positive impact on our pupils. We want our pupils to demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.

- Baseline assessment can be used at the start of a new topic to ensure new learning is relevant. This assessment can be written or through discussion
- Teachers assess progress using work and discussions carried out with pupils, this is recorded in a spreadsheet using RAG rating.
- Any areas that are rated red or amber are revisited until we feel their understanding is secure.
- In KS4, when pupils complete the LIFE qualification they will receive a certificate to show their progress and achievement.

At HPRS, we are aware that the delivered curriculum must reflect the needs of our pupils. Teachers will identify areas of high importance specific to our local area.

We expect teachers to use the PSHE programme (adapting it where necessary to ensure it suits all pupils' needs) to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions now and in later life. Through PSHE and RSE, pupils will develop the vocabulary and confidence needed to articulate their thoughts and feelings in a safe, trusting, respectful environment taking what they have learnt to their everyday interactions from the classroom to the wider community.