



Personal Social, Health and Education and Economic well being Policy

Rationale

Personal Social and Health Education (PSHE) and Economic well being enables all pupils, including those with learning difficulties, to develop as individuals within a wider society. The basic premise is that they should acquire an understanding of themselves (physically, emotionally, socially and sexually) and their relationships with others.

For pupils with learning difficulties PSHE and Economic well being curriculum offers opportunities to:

- Make choices and decisions.
- Enhance their quality of life and to have a degree of responsibility and control over their lives through the development of personal autonomy.
- Realise that they can make a difference or make changes by their individual or collective actions.
- Find out that there are different view points which lead to a respect for the opinions to others.

In PSHE and Economic well being, progression may be demonstrated in the following ways:

- By the development of participation from immediate contact with others in class and school to local community involvement.
- Through the provision of greater control and choice.
- Through adaptation to change as pupils grow and develop, physically and emotionally.
- By movement from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and in a consideration of others).
- By movement from an immediate time perspective to thinking about the future and reflecting on the past (e.g. how tackling things differently could lead to different outcomes).

Variations from the National Curriculum

The statutory inclusion statement outlines how teachers can modify the National Curriculum Programmes of Study, to provide all pupils with relevant and appropriately challenging work at each Key Stage. The framework for PSHE is non-statutory at Key Stages 1 and 2. The Secondary Curriculum will be adapted to meet the needs of the individuals within each Key Stage. Staff will teach the

knowledge, skills and understanding in ways that match and challenge their pupils' abilities.

Staff may for example:

- Choose material from an earlier, or more than one, Key Stage.
- Aim to maintain, reinforce, consolidate and generalise, as well as introduce new knowledge, skills and understanding.
- Use the non-statutory framework for PSHE (Key Stage 1 and 2 only) and the programme of study for Economic well being as a resource, or to provide a context, in planning learning appropriate to the age and needs of the pupils.
- Use the statutory framework for PSHE (Key Stage 3 and 4) and the programme of study for Economic well being as a resource in planning learning appropriate to the age and needs of the pupils.
- Focus on one aspect or a limited number of aspects of the age related non-statutory guidelines and the programme of study.

Primary Curriculum

Personal Social and Health Education (PSHE) and Economic well being will be delivered through the Understanding physical development, health and wellbeing area of learning. Lessons will be delivered to cover the Essential for Learning and Life Skills including learning and thinking skills, social skills and personal and emotional skills.

Secondary Curriculum

Personal Social and Health Education (PSHE) and Economic well being will be delivered in line with the Personal learning and thinking skills:

independent enquirers

creative thinkers

reflective learners

team workers

self-managers

effective participants.

Principles

- This policy should be read in conjunction with the Sex Education Policy, Careers Education Policy and Citizenship Policy.
- The PSHE and Economic well being curriculum will form a major part of the Enhanced curriculum. Beacon Hill has therefore dedicated 20% of Non

National Curriculum time which emphasises the value and importance it places on the non-statutory curriculum area.

- The PSHE and Economic well being curriculum will reflect the ethos of the school which will value each member of the school community, encourage and foster good caring relationships, set realistic achievable goals, promote self-esteem and self-advocacy and celebrate achievement at all levels.
- The PSHE and Economic well being curriculum will enable all pupils at Beacon Hill to develop as individuals within the school and community by helping them to acquire an understanding of themselves and their relationships with others.
- The PSHE and Economic well being curriculum will include the following:
 - Health Education
 - Independence Skills
 - Social Skills
 - Self-esteem building
 - Self-advocacy
 - Sex Education (separate policy)
 - Economic well being
 - Financial Capability
 - Personal Well being

There will be many cross-curricular links, which will be specifically noted, in the appropriate schemes of work.

Aims

These principles fit into the agreed aims of Beacon Hill in the following ways:

- **that has ambitious expectations for individual improvement to achieve excellence for all**

The PSHE and Economic well being curriculum maximises the potential of pupils by giving them the practical and social skills they will need to become active members of their community. It is therefore essential they receive the highest quality of education in this important area of the curriculum. Topics are planned to ensure pupils access a wide range of opportunities.

- **that actively develops parental partnerships for the benefit of the pupils**

Parents have a crucial role to play in the development of their child's skills in PSHE and Economic well being. They are in the ideal position to support their child in the acquisition and refinement of independence and social skills. A close

working relationship between staff and parents will optimise each child's potential for learning. Parent's roles in enhancing the curriculum are also important particularly in the area of careers education where they may have particular expertise.

- **that values communication and provides the time and opportunity to make it effective.**

The PSHE and Economic well being curriculum aims to encourage and enable pupils to communicate their choices and emotions, which enhances learning in other areas across the curriculum.

- **that celebrates achievement for everyone.**

Achievement in the PSHE and Economic well being curriculum is celebrated in school in the same way and with equal importance as achievement in other areas of the curriculum.

- **that develops pupils independence and self advocacy, and confidence to make informed choices.**

The PSHE and Economic well being curriculum allows each pupil to develop self-awareness and develop self-esteem. Pupil's of all ages will be encouraged to actively express their own ideas and needs whilst playing regard to other members of the school community. Independence is an essential part of the curriculum at Beacon Hill and is carefully planned into every available learning opportunity.

- **that promotes an happy, healthy atmosphere of security, trust and respect.**

An essential part of the PSHE and Economic well being curriculum is to develop the individuals emotional well being. Specific topics are covered to ensure pupils are aware of keeping themselves safe. The school has close links with the Public Health team who are based in school.

- **That enables us all to understand and take action on local, national and global sustainability issues.**

In the PSHE and Economic well being curriculum specific topics allow pupils to explore a range of issues and develop their knowledge of the world around them.

Guidelines

- All pupils will have access to the PSHE and Economic well being at a level appropriate to their ability.
- This curriculum policy will apply throughout the school. Appropriate schemes of work will be available for all pupils.
- PSHE and Economic well being will be taught by class teachers except for particular aspects of the sex Education curriculum.

- Pupils will access the PSHE and Economic well being curriculum in their usual class groups except for specific sections within the Sex Education curriculum which will be discussed in appropriate teaching groups.
- Students on the Autistic Spectrum Disorder will access PSHE through integration into age appropriate classes across the school. Provision will be made to ensure that appropriate methods are used to provide students with ASD with equal learning opportunities, to include the use of PECS and Visual Structure approaches where applicable.
- Parent's skills and knowledge will be used where appropriate to enhance the delivery of the curriculum area.
- The advice and support of colleagues in the multi-disciplinary team will be sought to enhance the delivery of this subject e.g. the physiotherapist may be able to offer advice about independence skills and the speech therapist may be able to advise on the communication of emotions.
- Work in this curriculum area will be recorded for individual pupils in accordance with the record keeping policy.
- Assessment will be ongoing and will use a variety of commercial and school based assessments.
- Age appropriate considerations will always be taken into account when designing programmes for older students especially in the choice of activities and resources.
- Work in PSHE and Economic well being will form part of each pupil IEP and will be reported to parents at the Annual Review.
- Work in PSHE and Economic well being will be used to enhance all curriculum areas in particular in the area of communication and making choices.

April 10