



Play, Social & Emotional Development & PHSE Policy

Including professional development materials

Date of implementation: September 2015

Reviewed September 2016

Review date: September 2019



Introduction

Fountaindale School is a Nottinghamshire Local Authority Special School for pupils ages 3 to 19 whose special educational needs fall predominantly within the category of complex physical needs and disabilities. All of our pupils have associated learning difficulties, some may have a sensory impairment and/ or communication difficulties.

Content

Page 2	Contents Overview Development Process Location & Dissemination Context
Page 3	Pre-formal curriculum statement
Page 4	Semi-formal curriculum statement
Page 5	Formal curriculum statement

Development Process

The policy will be reviewed annually and updated as appropriate. The PSHE coordinator and PSHE specialist TA will lead on this process, involving staff, pupils and other members of the school community where possible. The PSHE education policy is presented to the Governing Body of Fountainsdale School. It is reviewed in the light of new initiatives from the government, local need and best practice from agencies such as the PSHE Association and amended accordingly.

Aims of PSHE education at Fountainsdale

Personal, Social, Health and Economic Education is an integral part of our practice at Fountainsdale.

The ethos of Fountainsdale is to remove barriers and challenge all our children to reach their potential. PSHE education forms a crucial element of this ethos. At Fountainsdale we take a holistic view of the 'whole-child' so that they can maximise their learning opportunities – the content of PSHE is therefore highly relevant.

Location and Dissemination

A copy is available on the school cloud system which can be viewed by school staff that has access to the school system. A hard copy is kept in the head teacher's office for viewing by all staff members. The policy is also available on the school website.

Context of the Policy and Relationship to other Policies

References will be made in relation to other policies including Science, Food in Schools, Drug Awareness, Confidentiality, Radicalisation and SRE.

PSHE education is a non-statutory subject however through a comprehensive programme of PSHE education the behaviour and safety of the children and the requirements of the Social, Moral, Spiritual and Cultural (SMSC) aspects of the school can be fully addressed.

PHSE in the pre-formal curriculum

The pre-formal curriculum does not teach PHSE; it promotes social and emotional development, interacting with others and the world around them through explorative play and during formal and informal social communication times.

Research has shown that play enables our pre-formal learners to:

- express their emotions
- maintain emotional balance, physical and mental health and well-being
- develop a sense of who they are
- participate in shared activities
- learn social skills of sharing and turn taking
- begin to see emotions in others
- develop their interactions with familiar people

SRE is delivered in a sensitive and cognitively appropriate way through themed weeks.

Assessment is through the route-maps

PHSE in the semi-formal curriculum

PHSE in the semi-formal curriculum is embedded within the themes and topics which provide opportunities to interact and work with others, develop independence and be aware of healthy lifestyles.

Play within the semi-formal curriculum promotes social and emotional development, interacting with others and the world around them through explorative play and during formal and informal social communication times.

Research has shown that play enables our semi-formal learners to:

- express their emotions
- develop their self-esteem
- maintain emotional balance, physical and mental health and well-being
- develop a sense of who they are, their value and that of others (feelings and relationships – identity and belonging)
- learn social skills of sharing, turn taking and negotiation (cooperate)
- learn to work with others (respect and reach agreements)
- deal with conflict (power and powerlessness)
- become more independent
- understand their culture and its values and beliefs



SRE is delivered through themed weeks at a cognitive appropriate level.

Assessment is through STEP

PHSE in the formal curriculum



The formal curriculum uses the ASDAN PSD programme of study as advised by the PSHE Association. The PSHE coordinator and the PSHE specialist TA have scrutinised the contents of the recommended ASDAN programme and linked this to the objectives of the programme of study outlined by the national PSHE Association for Key Stages 1 to 4. This is based on three core themes:

1. Health and Well-Being
2. Relationships
3. Living in the Wider World

PSHE education in the Formal curriculum aims to work across these themes and includes drug education, financial education, sex and relationships education, the importance of physical activity and diet for a healthy lifestyle, including emotional and mental health.

A comprehensive programme of PSHE education in the Formal curriculum aims to:

- Provide pupils with accurate and relevant knowledge.
- Have the skills to turn their knowledge into personal understanding.
- Clarify and challenge their own and other's values.
- Have the skills and strategies to lead healthy, safe, fulfilling and responsible lifestyles based on sound understanding.
- Give opportunities to reflect upon and develop their own opinions and experiences in preparation for their future.

Organisation, Teaching and Learning within PSHE education

Delivery of PSHE education includes whole class teaching, small groups and single sex groups for some topics. Pupils are grouped by ability and can be led by the class teacher, school nurse, teaching assistant or visiting speaker from an outside agency. PSHE is timetabled on a weekly basis for the formal strand, with additional opportunities delivered through extra curricula activities such as assemblies, trips, invited guest speakers and visitors to the school. Where visitors are used within lessons, these are planned to complement existing provision. Visitors are required to follow Fountaindale's policies around confidentiality and PSHE education.

A variety of approaches are used including group work, individual work, one-to-one, videos, drama and role-play, songs, games, stories and different types of visual material including models and objects of reference. Wherever possible, interactive learning resources and delivery is used in order to engage pupils and encourage independent learning and reflection.

Fountaindale also offers residential care for a small number of pupils. Whilst this offer sits outside of our curriculum time, opportunities to extend pupils learning around topics such as healthy eating, decision-making, independence are covered in an informal basis which contribute to PSHE related themes.

Around the teaching of 'sensitive' subjects, such as SRE, Drug Education and Radicalisation, the use of ground rules forms a crucial part of our approach to dealing with any questions or potential disclosures. This is then followed up after the session with individual pupils – appropriate protocol is then followed .e.g. safeguarding, signposting etc.

Resources

We use a wide variety of curriculum resources at Fountaindale which are adapted to meet the needs of our pupils. These include resources developed by Local Authority teams around SRE and Drug Education. We also use resources from external companies i.e. ASDAN.

A variety of resources are available in school that are appropriate to age, gender and ability. Books and DVDs are available. Specific physical resources for a topic that might be covered can be borrowed from the Local Health Authority based at Kings Mill Hospital.

Assessing and Reporting Pupils Progress in PSHE education

In the Formal strand we understand that the reporting of progress to both pupils and parents around PSHE related themes is very important, especially to promote the importance of the subject. Our pupils will practice skills in PSHE which they will need outside of school to become as independent as they can be, both now and in the future. Therefore, assessing progress across themes related to PSHE is vital.

To assess PSHE it is necessary to judge the extent to which the pupils:

- Have developed and can apply their basic knowledge and understanding
- Are able to analyse, reflect, speculate, discuss and argue constructively
- Can explore and understand the feelings attitudes and values of themselves and others
- Show interest in their work and understand how it relates to their lives now and in the future
- Have developed and are practising the skills to adapt to the changes in themselves and their environment
- Are able to demonstrate both knowledge and the ability to translate this into relevant situations and decision making in real-life scenarios

In the Formal strand we use both formative and summative assessment methods to allow us to monitor progress including pupil evaluation of their own work. We use the SOLAR assessment system to record progress in PSHE education and other subjects. We also use a variety of ASDAN accreditation to demonstrate progress and achievement in a more formal way with older pupils.

Monitoring and Evaluation

Pupils PSHE work is evaluated at the end of each term when their Individual Education Plan (IEP) is updated. The annual review/education healthcare plans (EHCP) process enables PSHE specific

targets to be discussed with parent/s and carers - from Year 9 the student can be present and contribute their views to the process.

Across school, our general approach to monitoring and evaluation of subjects, including PSHE education, is that:

- There is a clear educational direction that focuses on raising standards and developing personal skills
- Schemes of work are regularly reviewed and new approaches of teaching and learning are incorporated where appropriate
- There are clear policies for assessing, recording and reporting on pupil achievement
- The progress of all groups of pupils are regularly monitored with the active engagement of the pupils themselves
- There is a well-planned approach to monitoring and evaluation

Using the SOLAR system, staff in Formal groups are required to input progress of pupils so that these can be monitored by the PSHE coordinator.

The PSHE coordinator takes responsibility for the monitoring of PSHE practice across Fountaindale. This includes:

- Regular departmental meetings to share good practice
- Formal observation/reports on teaching as part of performance management carried out by SLT
- Support from senior managers in observing lessons and following departmental reviews
- Governor observation
- Checking books and other materials.

Training & CPD

The school takes a needs lead approach to the training of staff who deliver PSHE education – this is addressed via performance management should any training needs arise. The PSHE coordinator and specialist subject TA take the lead on CPD which they cascade to other teaching staff as required. We regularly attend training and network meetings arranged by the Local Authority on PSHE related topics. A record of relevant staff training is held centrally by the school.

Whole school training on PSHE related topics is carried out regularly e.g. WRAP training, SRE.

Equal Opportunities

Every effort is made to ensure that self-esteem and respect are fostered in staff, pupils and their families. Our young people are valued and encouraged to participate fully in the life of the school.

Date of policy review: September 2016

Date of next review: September 2019

Staff member responsible for policy: Stuart Garner (PSHE coordinator)