

Local Procedure Title	PSHE and RSE
Site	Clay Hill and Home Farm School
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Local Procedure Author(s)	Albert Coe
Local Procedure Ratification	Checked and Approved by:

1. Introduction

At Clay Hill School, PSHE is taught in a way where children can acquire the knowledge, understanding and skills they need to manage their lives now and in the future. We also ensure that all members of the school community understand their respective roles in relation to teaching and confidentiality.

Teachers ensure that children are able to learn in the way best suited to their individual needs.

- Lessons have a clear focus and learning intentions and desired outcomes are shared with the children, in order for them to understand how to be successful.
- Teachers ensure that a safe place is successfully established through the use of an agreed set of rules. This ensures that all individuals are able to contribute and that all contributions are valued. The school's pastoral and therapy team liaise continually with the teaching staff as needs arise concerning specific students.
- Parents and carers are provided with regular updates through the school weekly review system, where specific topic focus is communicated to them.
- Staff can refer to the school's SMSC policy to ensure that where appropriate British Values & cultural capital are embedded in the PSHE Curriculum.
- Our PSHE curriculum actively promotes and teaches respect for other people, including protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation)
- The new curriculum platform is JIGSAW. An online resource base for KS1-4 with presentations, worksheets, assessment and parent and carer information for teachers to develop their own understanding as well as provide high quality lessons.

2. Clay Hill School Values

At Clay Hill School, our intention is to support our students during their life journey to develop into self-assured, confident, happy, well-balanced and healthy young people. Our six "ASPIRE" values, foster and help our students recognise the importance and value of:

- Ambition**
- Support**
- Passion**
- Independence**
- Resilience**
- Empathy**

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Our School values are implemented through the ASPIRE value system in every aspect of our student's school day. Through the ASPIRE system, student's achievements are identified and celebrated through these six areas.

PSHE lessons are an effective way of providing pupils with time to explore sensitive or controversial issues, and equipping them with the knowledge and skills to understand and manage difficult situations. However, Clay Hill School, ensures that embedded within the curriculum are opportunities for pupils to build resilience to extremism and enabling them to develop a positive sense of identity through the development of critical thinking skills.

Clay Hill School values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning society's values. Pupils regularly participate in discussion, with speaking and listening being embedded in all subjects. Pupils and teachers speak freely and voice their opinions. However, there is an understanding that freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued.

3. Intention

The National Curriculum advises schools to make provision for personal, social, health and economic education (PSHE), drawing on good practice. At Clay Hill School, PSHE is considered across the curriculum and is a fundamental part of the children's school experience. This is one of the reasons JIGSAW has been introduced across the school.

Every student at Clay Hill receives an hour lesson of PSHE a week as part of their timetable. From Year 9 onwards every student receives three hours of PSHE & Citizenship, which provides them with an opportunity to achieve a GCSE accreditation in Citizenship studies by the end of year 11.

The school ensures that aspects of the PSHE & Citizenship curriculum are delivered through cross curricular links in all subjects. This is highlighted on the medium term plan, as well as through tutor time sessions and whole key stage assemblies.

At Clay Hill School, children are taught the importance of a growth mindset which supports their self-belief, resilience and perseverance and supports success across the wider curriculum and in social contexts, which is one of our key intentions in our PSHE programme of study.

At Clay Hill School the PSHE & Citizenship lead has ensured that the long term plan enables students to receive appropriate topic focus at each key stage. This sequential approach allows the students to progress through a range of personal, social and health related topics.

4. Implementation

Our intention is to embed a nurturing ethos at Clay Hill School. We promote teaching styles which value students' questions and encourage reflection, thoughts, ideas and concerns. Through their planning Teachers ensure that the needs of individual students are met through personalisation and adherence to personal and social targets outlined in students' EHCP.

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The long term plan for PSHE is organised into six themes with a variety of topics linked to them. There are overlaps between these topics, exploring more than one theme. The six themes are:

- Being me in my world.
- Celebrating differences.
- Dreams and goals.
- Healthy me.
- Relationships.
- Changing me.

Through these six themes our students develop the skills and attitudes that enable them to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, and critical awareness.

Alongside these 6 main areas are other discreet lessons that can be taught to whole classes, small groups or individuals depending on the demand.

All curriculum areas provide opportunities to:

- Listen and talk to each other.
- Learn an awareness of treating all as equals and accepting people who are physically or mentally different.
- Agree and disagree and learn to deal appropriately with conflict.
- Take turns and share equipment and resources.
- Work co-operatively and collaboratively in pairs and small teams.

School leaders ensure that the PSHE curriculum is delivered effectively by using the schools Development Improvement Approach. Through this process teachers are provided with feedback regarding best practice and aspects of their practice that require development linked to the teaching standards. Students PSHE and Citizenship books are assessed by the Senior Leadership Team alongside teachers planning. This supportive process enables a consistent approach regarding the quality of teaching and learning across the key stages and helps to raise standards.

Clay Hill School organises guest speakers from within our community to give an insight into roles, responsibilities and career opportunities, such as members of the police service to support the PSHE & Citizenship programme of study.

Students are encouraged to play an active role in the school's community with the opportunity to be elected to represent the school council.

5. Impact

Through the delivery of the PSHE & Citizenship programme we expect all students to be able to have achieved the following:

- Developed their self-knowledge, self-esteem and self-confidence.
- Have aspirations for their future learning.
- Be able to distinguish between right & wrong and respect all members of society.
- Accept responsibility for their behaviour.
- Have a broad general knowledge and respect for public institutions and services in England.

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- Demonstrate tolerance and harmony between different cultural traditions, appreciate and respect their own and other cultures.
- Have respect for democracy.
- Have the confidence to challenge extremism and prejudice where and when it happens.
- By the end of key stage 4 applicable students will have achieved a GCSE in Citizenship Studies.

6. How PSHE & Citizenship is assessed

At Clay Hill School, students' non-academic success is assessed through Thrive. Tutor teams complete a Thrive profile of each member of their tutor team and staff have access to this when they are planning their sequence of learning and how to personalise for individual needs.

Tutors can monitor students' progress weekly using the school ASPIRE value system which is reported weekly to parents and carers. Through students' two-hour weekly timetable enrichment session, they have the opportunity to practise and build upon life skills and social skills that have been taught and delivered in PSHE lessons. Once accredited courses have finished, students are supported in year 11 to follow a more life skills-based timetable.

Through the use of JIGSAW's assessment tools, teachers will evaluate the students progress against the success criteria of working towards, working at or working beyond the criteria. Comments will be made alongside these criteria based on the classroom work, the discussions had and the students basic understanding of the topics. These assessments will be carried out termly.

In KS3/4 students will have assessment lessons at the end of each unit to go alongside the assessment criteria. Teachers will prepare the students for this by examining the assessment lesson to allow best access for the students on an individual basis. The work will be assessed based on the criteria to get a working at, beyond or below expectations.

Students' achievements regarding personal development are recognised and celebrated every week in primary and secondary assemblies and are kept in record of achievement folders.

The GCSE in Citizenship Studies is accredited using AQA. The linear course has a two-year duration with students completing two papers of equal weight in the second year.

Paper One - Section A: Active citizenship. Section B: Politics and participation

Paper Two - Section A: Life in modern Britain. Section B: Rights and responsibilities

Students personal and social targets are reviewed by the tutor termly and the students overall progress is assessed yearly in their annual reviews, with their EHCP being amended in light of this feedback.

7. Sex and Relationship Education

From 2020, the following subjects will become compulsory in applicable schools in England.

- relationship education in primary schools
- relationship and sex education in secondary schools

The SRE curriculum promotes equality and is in line with the legislation relating to it. Schools, like all public institutions, have specific responsibilities in relation to equality and

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protected characteristics. Relationships and Sex Education at Clay Hill School fosters gender and LGBT+ equality, challenging all forms of discrimination and bullying.

By the end of primary school students should have received teaching and learning on the following topics:

- Families and people who care for me
- Caring friendships
- Respectful friendships
- Online relationships
- Being safe

By the end of secondary school students should have received teaching and learning on the following topics:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions