



**Personal, Social, Health
and
Citizenship Education Policy**

Introduction

Personal, Social, Health Education (PSHE) is about how young people can develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life in modern Britain. This is also embedded through the Fundamental British Values (FBV) in every subject. PSHE consists of the following three strands:

- Physical Health and Mental Wellbeing
- Relationships Education
- Living in the Wider World.

PSHE is central to our school ethos, supporting students and pupils in their development and underpins learning in the classroom, in school and in the wider community. It also fulfils the responsibility to support pupils' spiritual, moral, cultural and mental development.

Meadowfield School curriculum aims to build on, and complement, moral values and attitudes being developed at home. Parents or adults who care for the pupils and students we teach undertake the primary role in developing their values and attitudes. The school works in partnership with them, in developing young people personally and emotionally for adult life, in which they can make a positive contribution as active citizens.

The skills, knowledge and attitudes developed through PSHE will enable young people to lead healthy, fulfilling and meaningful lives.

Intention and Aims:

- To develop a personal identity and high levels of motivation
- To understand different emotions and know how to take care of their own wellbeing
- To develop positive social interaction and the skills to live and work with others
- To develop the ability to be an active citizen
- To develop confidence and responsibility and make the most of the pupils' abilities
- To understand the importance of living a healthy lifestyle, both physically and mentally
- To understand how to be safe in different contexts (online, in relationships, on the road, with medicine etc)
- To develop good relationships and respect the differences between people, following the Fundamental British Values
- To give opportunities for success and enjoyment within the school context and beyond
- To develop an understanding of economic wellbeing
- To provide a broadly-based curriculum in relation to personal development, behaviour, welfare and safeguarding.
- To have a wider school approach to supporting pupils to be safe, happy and prepared for life beyond school.

Implementation:

PSHE schemes of work at Meadowfield School will be delivered in a number of ways:

Early Years and Explore

- Daily morning and afternoon nurture time (breakfast, gong therapy, yoga, songs, massage etc), in which the focus is on emotional wellbeing, building friendships, communication and family values.
- Daily free-flow play session across all EYFS classes, enabling all children to access indoor and outdoor learning of their choosing.
- EHCP SEMH targets link into wellbeing and PSHE skills in all learning and classroom tasks.
- Daily sessions of sensory circuits.
- Weekly discreet PSHE sessions (40 mins).
- Weekly assemblies that focus on celebration and school community links
- Three PSHE curriculum days delivered throughout the year.

Engage (Impacts Curriculum)

- EHCP SEMH (PSE Wellbeing) targets linked to all activities across the IMPACTS curriculum
- Daily wellbeing sessions
- Students have on average of 1 or 2 PSE Wellbeing targets (small step targets per term linked to their EHCP)
- Tac Pac
- Sensory story massage
- Dance massage
- Special Yoga
- Sensory stories
- Massage (hands & feet)
- Group and 1:1 activities
- Intensive Interaction
- Weekly celebration assemblies
- Three PSHE curriculum days delivered throughout the year.

Enquire

- Targeted SRE interventions - particularly around relationships and consent.
- Life skills lessons as a specialist faculty that every student accesses - comprising of PSHCE, cooking/healthy living and PE.
- KS4 accreditation - WJEC Healthy Living and Fitness
- EHCP targets incorporated across lessons and tracker books accessed throughout the day to address targets (particularly SEMH targets)
- Weekly assemblies
- Weekly SRE and PSHE input by form tutors during nurture time (9-10am daily)
- Workshops throughout the year on focused aspects of SRE and PSHE curriculum (see Subject Coverage).
- Some classes access daily sensory circuits where there is a student need.
- Nurture provision in place for students who are not currently able to access a full timetable in class - focus on wellbeing, relationships, life skills and PSHE
- Three PSHE curriculum days delivered throughout the year.

Sixth Form

- Targeted SRE interventions - On relationships, consent and sex education
- Specific sessions on cooking/ healthy living and PE.
- KS5 accreditation - ASDAN Healthy Living, Personal Safety and Community work
- Independent skills within the community - Road safety, Dealing with different situations
- EHCP targets incorporated across lessons and tracker books accessed throughout the day to address SEMH targets
- Weekly assemblies covering the school's values and KS5 framework
- PSHE and Wellbeing input by form tutors during tutor time - daily
- Workshops throughout the year on focused aspects of PSHE curriculum (Sixth form long term plan).
- Daily lunchtime clubs
- Weekly 'Talk Time' delivered by trained counsellors.

Community Involvement

At Meadowfield School students and pupils will have opportunities for school, inter-school and local community involvement. This helps to promote pupils' independence and confidence.

This may involve the following:

- Focused whole school/department/class activities
- Special events
- Work Related Learning, including Work Experience
- Sporting Events.

Where students' and pupils' Education, Health and Care Plan (EHCP) identifies targets relating to their personal development, teachers will ensure that opportunities are planned to give support in achieving these.

All curriculum areas make a contribution to PSHE. Examples of cross-curricular contributions are:

- Change over time through history
- The use of the Internet for information gathering, and email as a communication tool
- Acceptance of others' ideas and values through Religious Education.

Impact:

Assessment, Recording and Reporting

PSHCE is assessed in line with the School's Assessment and Progress Review schedule against the School's bespoke PSHE framework within Evidence for Learning.

Monitoring, Evaluation and Review

The PSHE Curriculum Team are responsible for keeping up with current developments in the subject, and to provide strategic direction for the subject in the school.

The PSHE Curriculum Team are also responsible for regular subject monitoring in accordance with the school's Assessment and Progress review schedule.

Equality and Diversity

Meadowfield School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

Other Related Documentation

- Teaching and Learning Policy
- School Mission Statement
- Positive Behaviour Policy
- Spiritual, Moral, Social and Cultural Development and Collective Worship
- Sex and Relationships Education Policy
- Drugs Education Policy
- Careers Education Policy
- Religious Education Policy
- Physical Education Policy
- Equality and Diversity Policy
- Curriculum Policy
- Fundamental British Values (FBV) document
- Spiritual, Moral, Social and Cultural (SMSC) document.



School Policy Approved by Leadership Team

Policy Adopted	Date: September 2023
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Next Review	Date: Academic year 2024/25