



Kisimul Group Limited

ED08 - PSHE

Policy and Procedure

Document Information

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This document will be reviewed at least every two years

Contents

1. Aims and Objectives and Intent	4
2. Implementation: Planning, Assessment and Reporting	4
3. Monitoring and Evaluation	7
4. Links to other policies	7
5. Equality Impact Assessment – Part A	8
6. Equality Impact Assessment – Part B	9
7. Document review and change log	10

1. Aims and Objectives

Personal, social, health and economic (PSHE) education is of vital importance for the learners of Kisimul. This policy outlines how learners will gain the knowledge, understanding, attitudes, values and skills they need in order to reach their potential both as individuals, and as citizens.

At Kisimul, learners are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and the communities in which they live. In doing so, they will learn to work well with others, to recognise their own worth and that of others, and develop their independence.

PSHE will support the development of the skills, attitudes, values and behaviour which support learners to:

- Value self and others
- Form relationships
- Communicate effectively
- Work with others
- Make informed decisions
- Be active citizens within their communities
- Become healthy and fulfilled individuals.

2. Curriculum Implementation

Our curriculum is a semi-formal experiential curriculum rather than a subject specific delivery. As such PSHE is threaded throughout the school's key curriculum areas of:

Communication Language and Literacy

Creative Curriculum

Independent Living Skills

Physical and mental well-being

Cultural and community learning.

As part of their individual learning intentions for the term, social and emotional life skills and functional learning (using Maths and English in real life contexts such as cooking and shopping) intentions are outlined and evaluated.

Particular attention is given to teaching independence skills that prepare learners to take responsibility for themselves when leaving school.

The teaching of PSHE ensures:

- Learners are taught to become responsible citizens and to look after their environment and care for their surroundings.
- That there are opportunities for learners to recognise the needs of others as well as their own. For example, opportunities for learners to share and to take turns are provided throughout the curriculum.
- Learners develop an awareness and concept of money, enabling them to make better financial choices. For example, they are taught the value of money and what they can buy when spending their own pocket money.
- Learners become aware of their strengths and weaknesses and develop a sense of self-worth so they can reach their full potential and make their own contribution to the society in which they live.
- Learners develop an awareness of their own needs. All staff contribute towards developing learner's competence to deal with their own emotions and to help them to develop strategies to deal with everyday situations which may cause them concern.

Teaching staff should remain committed to the principles of diversity and equality in the provision of a PSHE curriculum across the school/college.

All PSHE activities are organised and implemented in compliance with Kisimul health and safety guidelines, and with appropriate risk assessments in place.

Kisimul schools/college bring together PSHE, emotional literacy, social skills, British values and spiritual development. Teaching strategies are varied and are mindful of preferred learning styles and the need for personalization.

Planning, Assessment and Reporting (example)

Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
Autumn 1 Self-Awareness									
Things we are good at	Kind and unkind behaviours	Playing and working together	People who are special to us	Getting on with others	Personal strengths	Skills for learning	Prejudice and discrimination	Managing pressure	
Autumn 2 Self-Care, Support and Safety									
Taking care of ourselves	Keeping safe Trust	Keeping Safe Online	Public and Private	Feeling unwell	Feeling frightened/worried	Accidents and risk	Keeping safe online	Emergency situations	Public and Private
Spring 1 Managing Feelings									
Identifying and expressing feelings	Identifying and expressing feelings	Managing strong feelings	Self-esteem and unkind comments	Strong feelings	Romantic feelings and sexual attraction				
Spring 2 Changing and Growing									
Baby to adult	Changes at puberty	Dealing with touch	Different types of relationships	Puberty	Friendship	Healthy and unhealthy relationship behaviour	Intimate relationships, consent and contraception	Long-term relationships/parenthood	Parenthood
Summer 1 Healthy Lifestyles									
Healthy Eating	Taking care of physical health	Keeping well	Elements of a healthy lifestyles	Mental wellbeing	Physical activity	Healthy eating	Body image	Medicinal drugs	Drugs, alcohol & tobacco
Summer 2 The World I live in									
Respecting differences between people	Jobs people do	Rules and laws	Taking care of the environment	Belonging to a community	Diversity/rights and responsibilities	Managing online information	Taking care of the environment	Preparing for adulthood	Managing Finances

This is further broken down into knowledge and skills mapped across phases and key stages. The PSHE activities are planned in such a way as to encourage full and active participation and enjoyment by all learners, irrespective of their ability.

Individual targets are incorporated into the learning plans and these are evaluated as part of the assessment processes.

At Post-16, a selection of appropriate accreditation modules forms part of the framework for the teaching of PSHE and preparation for adulthood outcomes. Working through these modules gives the learners the opportunities and experiences which help to prepare them for adult life outside of the school environment.

Learners' work in PSHE is continually assessed and recorded using our wider assessment principles.

3. Monitoring and Evaluation

The PHSE curriculum is reviewed by the Head teacher in conjunction with the curriculum strand coordinator to ensure it appropriately reflects the needs of the learners. The Head teacher, senior leadership team ensure this policy is effectively implemented and this is quality assured by the Head of Education. This is achieved through regular work sampling, planning and teaching ensures that there is consistency across school. There are regular opportunities for all staff to look at learning journals from across the school. Following assessment, TEST data is analysed in detail by the Senior Leadership Team. Lesson observations and learning walks provide an overview of how this policy is implemented.

4. Links to other Policies

This policy should be viewed in conjunction with the Assessment, Teaching and Learning and the Curriculum policy. This is a live document and we expect it to be regularly updated as our assessment procedures develop.

Kisimul Staff will review this policy annually. This policy is monitored by the Headteacher/Head of College, and will be reviewed annually, or earlier if necessary.

Document Equality Impact Assessment – Part A

Document Title:		PHSE Policy	
Name of person completing Equality Impact Assessment:		Farah Quinn	
Date Equality Impact Assessment completed:		16.02.2022	
Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
Age		x	If No comment: This policy applies equally to all and has no impact on any protected characteristic.
Disability		x	
Ethnicity		x	
Gender		x	
Religion or belief		x	
Sex orientation		x	
Socio-economic		x	
Gender Reassignment		x	
Maternity/Pregnancy		x	
Marriage/Civil Partnership		x	

Equality Target Group	a) Positive Impact		b) Negative Impact		Reason/Comment
	High	Low	High	Low	

Document Equality Impact Assessment – Part B

What is the main purpose or aims of the policy

To outline the curriculum offer, intent, implementation and impact of PHSE

Who will be the beneficiaries of this policy?

All stakeholders

Has the policy been explained to those it might affect directly or indirectly?

Available on website and cascaded at service level.

Have you consulted on this policy?

Yes – PAG group

What are the expected outcomes of this policy?

To ensure all stakeholders have an understanding of how PHSE translates to the classroom

Name of Person Completing Equality Impact Assessment:

Farah Quinn

Document Change Log

The Document Change Log acts as a register of all authorised changes made to this document. Changes will not be made unless authorised by the document owner.

Description of Change	Change made by	Authorised by	Date document republished
Addition of curriculum intent, implementation statements	FQ		