

# Spring Lane School



## PSHRE Policy 2021-2023

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## **Introduction**

Today's children and young people are growing up in an increasing complex world. In this environment, children and young people need to know how to be safe and healthy. At Spring Lane School we have compiled a S2S experience model that helps give pupils the knowledge, skills, values and understanding they need to lead confident, capable and safe lives and to become informed, active, responsible citizens. PSHE plans to prepare pupils with the skills they need to manage now and in the future. Pupils are encouraged to take part in a wide range of activities and experiences across the curriculum, contributing fully to the life of the school and local community. Pupils will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

All learners' spiritual, moral, social and cultural values will be respected, and those whose values maybe different from the majority will always be shown great sensitivity.

## **Aims and objectives**

PSHE education is inextricably linked to Spring Lane's values and ethos. We believe that each learner will be valued as an individual and enabled to develop intellectually, socially and emotionally within a caring, purposeful and flexible framework. In particular, PSHE education support the aims:

- To provide pupils with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens.
- To provide pupils with the confidence to recognise their own self-worth, to work well with others and to become increasingly responsible for their own learning.
- To provide a high quality and appropriate environment in which learners are encouraged to develop to their full potential;
- To recognise that our learners need significant support but to encourage the greatest possible independence of thought and action;
- To promote the spiritual, moral, social and cultural development of each learner.

## **PSHE Curriculum**

The school PSHE (Personal Development) curriculum is based on the school experiences model (Appendix 1.) We have a core belief that ever student should leave in experts in the following areas.

- Staying safe and healthy

- Resilience
- Aspirations
- Relationships
- Communication
- Managing feelings

To support all young people in achieving this the school have set out some expectations for staff. (Appendix 2)

### **Sensitive issues and confidentiality**

Staff will create a positive and safe learning environment that will allow pupils to feel able to contribute. Pupils will be made aware of the safeguarding policy so that they are aware what action will be taken if it is believed that a young person may be in danger or at risk of harm.

### **Implementation**

Spring Lane School recognises that many of our learners will need significant support in understanding some of the issues outlined in this policy and, supplementary to timetabled lessons, PSHE is also supported via the use of tutorials and personal development time. Where relevant, there is input from other professionals and outside agencies. The school actively pursues experts to come into school and deliver workshops across a wide range of areas. The spring lane experience's model (Appendix 1) is also supported through trips and drop down days. Parents/carers are encouraged to become involved in specific areas as appropriate.

### **Entitlement**

The aims of Spring Lane are to ensure that equality of opportunity is provided for all. To achieve this, all learners will have access to PSHE and personal development. Teachers, youth workers and HLTA's are encouraged to include PSHE elements in their core subjects and through the creative topics they teach e.g. An element of personal development and links to the wider world is included in all subjects provision mapping. Due regard is given to parents' carers' wishes where possible and cultural traditions, religious beliefs and individual differences and needs are taken into account. The ethos of the team encourages frank and open pupil/adult discussions in all matters relating to social and/or emotional problems in dealing with and accepting disability and vulnerability.

All PSHE activities will take account of Spring Lane's Health & Safety Policy and where appropriate, teachers will carry out risk assessment for specific activities.

### **Procedures and Implementation**

To ensure all learners make a positive contribution to society, learners at Spring Lane are provided with:

- Quality teaching and learning to aid the development of skills and knowledge required to become responsible citizens;
- Opportunities to develop a supportive, caring and respectful attitude towards all members of the school community,
- Opportunities to prepare for life in the wider community, actively promoted through the experiences model.

At Spring Lane PSHE education will be developed through:

- The whole curriculum
- Personal Development
- Targeted interventions
- Drop down days
- Experience model
- External providers

### **Teaching and Organisation**

Development in PSHE will take place across all curriculum areas, within activities that encourage learners to recognise the personal development of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle.

The provision of PSHE will allow learners to:

- Talk about personal experiences and feelings;
- Express and clarify their own ideas and beliefs;
- Speak about difficult events, e.g. bullying, death etc.;
- Share thoughts and feelings with other people;
- Explore relationships with friends/family/others;
- Consider others needs and behaviour;
- Show empathy;
- Develop self-esteem and a respect for others;
- Develop a sense of belonging;
- Develop the skills and attitudes that enable pupils to develop socially, morally, spiritually and culturally – e.g. empathy, respect, open mindedness, sensitivity, critical awareness, etc.

### **Monitoring and Evaluation**

The Senior Leadership Team and the faculty lead for personal development will regularly review the provision for PSHE throughout the school, via the CPD calendar, by monitoring and analysing planning and teaching and learning; completing scrutinies of work and marking;

observing lessons/classrooms; completing learning walks; speaking to learners and analysing pupil and parent feedback; regular discussions with staff and governors.

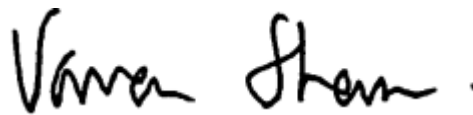
Faculty lead meets staff who deliver personal development and PSHE regularly to moderate planning, delivery and attainment.

**Policy Monitoring, Evaluation and Review**

The Headteacher and Governing Body will review this policy annually and assess its implementation and effectiveness.

**Adopted by Spring Lane School On 1<sup>st</sup> September 2022.....**

**Chair of Governors**



**Headteacher**



**Appendix 1**

	<b>Beginning</b>	<b>Developing</b>	<b>Securing</b>	<b>Mastering</b>	<b>Expert</b>
<b>Staying Safe and Healthy</b>	<p>I am aware of when I am not safe and can tell others</p> <p>I can identify some things which are healthy and some things which are not</p> <p>I can identify some healthy foods</p> <p>I sometimes exercise</p>	<p>I can identify when I am not safe and am starting to take steps to address this</p> <p>I know what makes a healthy diet and take some steps towards this</p> <p>I exercise at least twice a week</p>	<p>I can identify risks and have some strategies that I can use to avoid them</p> <p>I am starting to make active choices about what I eat</p> <p>I exercise outside of the school lessons</p>	<p>I can identify risk and have a range of strategies to avoid them</p> <p>I make active choices about my diet</p> <p>I exercise regularly</p>	<p>I always keep myself safe.</p> <p>I always recognise risks and have strategies to avoid them.</p> <p>Maintain a healthy diet.</p> <p>I Take regular exercise.</p> <p>I always maintain a positive mind-set.</p> <p>I always take part confidently in new social experiences.</p>

## Resilience

<p>I can sometimes stick at things but get frustrated quickly</p> <p>I can ask for help when prompted</p> <p>I am beginning to try new things but don't really like to</p> <p>I can sometimes reflect on situations when things have gone wrong</p> <p>I am beginning to find ways out of setbacks with help</p> <p>I can identify a positive thing in my work</p>	<p>I can stick at things for short periods of time</p> <p>I am able to ask for help when I get stuck</p> <p>I am willing to give new things a go with encouragement</p> <p>I am starting to learn from things that go wrong</p> <p>I get frustrated by setbacks but am starting to find ways out with help.</p> <p>I am starting to see positive things in what I learn and do</p> <p>I am starting to think about what I want to do in the future</p>	<p>I can stick at most things even when they are difficult</p> <p>I am willing to take on and enjoy new challenges</p> <p>I can usually take a positive approach to setbacks and am starting to find solutions on my own</p> <p>I can approach tasks and challenges with a smile</p> <p>I can learn from setbacks</p> <p>I can identify positive things in what I do</p> <p>I have a clear idea about what I would like to do in the future</p>	<p>I expect the best of myself</p> <p>I take a positive approach to setbacks and can find ways forward</p> <p>I normally stick at things if they are difficult and keep going with them</p> <p>I take a positive approach to new challenges even when they are outside of my comfort zone</p> <p>I usually keep going and complete tasks to a high standard</p> <p>I know what I want to do in the future and am starting to plan for it.</p>	<p>I always aspire to be the best I can be.</p> <p>I can accept and learn from failure.</p> <p>I am always able to bounce back and overcome adversity.</p> <p>I can always rise to the challenges that I face.</p> <p>I always keep going when things are difficult.</p> <p>I can plan for my future and take positive steps to get there.</p>
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## Aspirations

<p>I understand basic S2S in school and can follow them some of the time</p> <p>I have behaved well in a social situation outside school</p> <p>I regularly require reminders of expectations to help me to behave well</p> <p>I am beginning to accept consequences for my actions</p> <p>I see how my choices now affect my future</p> <p>I understand that having a career choice is important</p>	<p>I understand S2S and expectations in school and follow them most of the time with some reminders</p> <p>I have experienced a number of different social situations and usually behave well</p> <p>I understand that there are consequences for my actions and usually accept these</p> <p>I can set targets for myself with help and guidance</p> <p>I can see how my choices affect my future, and I am starting to make more positive ones</p> <p>I know the importance of career goals and have some good ideas</p>	<p>I routinely follow S2S and expectations in school and need very few reminders</p> <p>I enjoy experiencing new social situations and behave confidently in them</p> <p>I accept consequences for my actions and am starting to be able to identify these.</p> <p>I can set targets for myself with limited guidance and accept the challenge</p> <p>I can make positive choices to impact my future positively</p> <p>I have a career choice that I am aiming for and I am trying to improve my chances of attaining it</p>	<p>I always follow S2S and expectations without reminders</p> <p>I can behave well in a range of settings and situations and with different people</p> <p>I can reflect on my actions, accept and propose, consequences</p> <p>I am able to set my own targets</p> <p>I regularly make positive choices to positive influence my future</p> <p>I have a career that I am aiming for and know how to get there, with positive choices</p>	<p>I understand S2S and expectations in school and society and set an example for others.</p> <p>I can behave appropriately in a range of different social situations.</p> <p>I understand and accept that there are consequences for my actions</p> <p>I routinely Set my own targets.</p> <p>I have an expectation that my learning will always be positive and successful.</p> <p>I can influence positive choices now how to give me positive choices in the future, beyond school</p> <p>I have a definitive career plan and know what routes and qualities I need to be successful</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Relationships</b></p>	<p>I can contribute to working in a pair</p> <p>I am beginning to know how and when to take turns</p> <p>I am able to listen to others points of view</p>	<p>I can work with more than one person and make a positive contribution</p> <p>I am able to take turns</p> <p>I am able to discuss issues with others and listen to their views</p>	<p>I can take on a role as part of a group and contribute to the completion of a task</p> <p>I am able to participate in a shared activity and accept when things go against me</p> <p>I am able to take part in discussion and accept others point of view</p>	<p>I can take a leading role in a group activity</p> <p>I can participate positively in shared activities ,take turns and accept losing</p> <p>I listen, accept and show respect for other points of views</p>	<p>I can take part in a shared activity.</p> <p>I know when and how to take turns.</p> <p>I can negotiate compromise and be open minded.</p> <p>I can recognise and respect the point of view of others.</p> <p>I can take the lead or be part of a team.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Communication</b></p>	<p>I can understand and participate in a discussion about a familiar topic with another person</p> <p>I can listen to and understand the main points of short explanations</p> <p>I can make contributions to a discussion</p> <p>I can respond appropriately to comments and requests</p>	<p>I can understand and participate in discussions about familiar topics with more than one other person</p> <p>I can make appropriate contributions to the discussion</p> <p>I can express simply my feelings or opinions</p> <p>I can listen to and understand others feelings or opinion</p> <p>I can communicate information so that the meaning is clear</p>	<p>I can make appropriate contributions in formal and non-formal discussion and exchanges</p> <p>I can use appropriate language in formal discussions and exchanges</p> <p>I can give my own point of view and respond appropriately to others points of views</p> <p>I can make relevant contributions and respond to others input</p>	<p>I can take a full part in formal and informal discussions on a range of subjects</p> <p>I can prepare for and contribute to the formal discussion of ideas and opinions</p> <p>I can present information in clear and appropriate language.</p> <p>I am becoming confident in communicating with unfamiliar people</p>	<p>Communicate in a range of ways.</p> <p>State my point of view correctly.</p> <p>Listen and respond to others appropriately.</p> <p>Take part in a group discussion.</p> <p>Demonstrate appropriate non-verbal skills.</p> <p>I can communicate effectively with unfamiliar people</p>

## Managing Feelings

I can identify at least one positive thing about myself

I can recognise different feelings

I can recognise others feeling on occasions

I can identify positive things about myself

I can recognise and start to talk about different feelings

I can ask for help to manage my feelings

I can recognise others feelings some of the time

I can accept positive and negative feedback about myself

I am able to think about and express a range of feelings

I can start to manage my feelings and have some strategies to help me to manage them

I can recognise others feelings and can be sensitive to them

I can accept acknowledgment of success

I recognise my feelings and express them appropriately most of the time.

I have a range of strategies to manage my feelings

I am sensitive to the feeling of others most of the time.

I can accept positive and negative feedback.

I can recognise my feelings as they happen.

I can express my feelings appropriately.

I can always recognise emotions in others and be sensitive to them.

I can rationalise my own feelings.

Identify positive things about myself.

Ask for help when I need it.

Know how to help myself.





