

## Craven Pupil Referral Service



### PSHCE Policy

2023-24

Approved by:

Date: December 2023

Print: A. Haughey

Last reviewed on:

December 2023

Next review due by:

December 2024

Ratified by Governors:

A handwritten signature in black ink, appearing to read 'R. Bellfield'.

Date: December 2023

Print: R. Bellfield

## **PSHCE at Craven PRS Intent**

The PSHCE Education curriculum at Craven PRS seeks to enhance students' spiritual, moral, social and cultural development as well as to equip them with the empathy and resilience required to be able to manage their emotions and communicate to succeed in the ever changing 21<sup>st</sup> century.

We want our students to build their informed choices and understand what influences their decisions. Our PSHCE Education curriculum will be continually responsive to our students, and during their time in our setting we strive to equip them with the tools needed to understand boundaries and appropriate responses to a wide range of health, wellbeing, relationship and issues in the wider world.

We will strive through the delivery of the PSHCE Education curriculum to reduce barriers to learning for our students, improving their opportunities to succeed with research-based science of learning strategies. Alongside our careers offering, we will ensure that every student is informed and is equipped with the tools required to reach whatever future goal they desire, encompassing how to deal with change in a resilient manner."

## **Aims at Craven PRS**

- Provide a broad and balanced curriculum which enables all pupils to:  
develop confidence; feel successful; be independent; challenge themselves;  
understand and respect diversity; explore their spiritual, moral, cultural, mental and physical development; deliver a creative, engaging and high-quality curriculum that inspires and challenges all pupils; provide our pupils with experiences that broaden their knowledge and understanding of the world; design a curriculum which is reflective of our school values; support pupils' spiritual, moral, cultural, mental and physical development; promote a positive attitude towards learning; equip pupils' with the knowledge and cultural capital they need to succeed in life; provide a curriculum that prepares our pupils for life in modern Britain.

## **CRAVEN PRS Core Values and Beliefs**

Craven PRS is driven by six core values, centred around our most important seventh value of GROWTH. We want all our young people to grow and be able to remove or manage the barriers that have resulted in their joining our school. These values are explicitly taught throughout our curriculum.

Grit mindset to attain success through endurance, perseverance, resilience, passion, hard work, and practise, practise, practise.

Respect for yourself, for each other and for all adults. This value is central to all our intervention work on behaviour, communication, and conduct. Especially in respecting diversity and choices of individuals in our community.

Obstacles Make us Stronger this mind set is intended to create adaptable learners, who thrive when challenged, regardless of whether the task looks hard or unpleasant.

Win or learn there is no such thing as a wrong answer or failure. We either succeed in achieving our goal or learn how to succeed in the future.

Teamwork, everyone working together to achieve ambitious goals

Honesty with others and always to yourself

Finally, the seventh of Growth, or more specifically,

## **“Growth for All”**

### **Implementation**

At KS3 the aim is to develop their numeracy and scientific literacy to enable them to access the curriculum when they return to mainstream education.

In KS4 the aim is to support pupils toward post-16 work, education or training by providing a curriculum and qualification appropriate to their needs. Pupils receive 2 lessons of PSHCE lessons per week. Should situations arise that we feel we need to input into PSHCE, we will alter the planning of lessons to assist this.

### **Curriculum organisation and planning**

#### **LTP**

Key stage	Autumn 1 Sept - Oct	Autumn 2 Nov-Dec	Spring 1 Jan - Feb	Spring 2 March - April	Summer 1 April- May	Summer 2 June – July
3	Being healthy Relationships	Inclusivity	British Values	British Values	Careers Staying safe	Systems of government
4	Relationships, being healthy	Relationships The law and you	Human rights	Antisocial behaviour	Leaving home College life& Careers	Left school

Curriculum ensures coverage of the National curriculum in England: study and to specifically suit the needs of our cohort of pupils and our catchment area.  
<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

Subject overview is on the schools website, LTP is completed and then MTP is derived for each half term. STP is in the form of lesson presentations. Resources are found from different sources and specifically help to close the reading and writing gap that our pupils experience.

KS3 have one PSHCE lesson per week.

KS4 have 2 PSHCE lessons per week.

### **Learning environment**

Classroom is organised up to be as clear and tidy as possible, to support sensory needs of pupils and classroom management. All books, SEND resources and resources are organised at the front of the classroom to encourage independence. Classroom expectations are displayed on the first slide of the presentation each lesson and reinforced each lesson. Displays include key information, images of practical's and pupils work and are designed as prompts for learning and are updated regularly.

### **Roles and responsibilities**

It is the responsibility of the PSHCE Lead (Emma Marsden) to stay abreast of both national and local developments in their subject area. She will review the way Science is taught in the school and plan for improvement. All development planning will link to whole-school objectives as part of the school development plan and will review the curriculum to ensure full coverage of the national curriculum.

The headteacher is responsible for ensuring that this policy is adhered to, and will work in collaboration with SLT to ensure that:

- adequate time is provided for teaching the required elements of the curriculum;
- requests to withdraw children from curriculum subjects, where appropriate, are managed appropriately;
- procedures for assessment meet all legal requirements;
- the governing body is kept updated and fully involved in decision-making processes that relate to curriculum breadth and balance;
- effective provision is in place for pupils with different abilities and needs, including children with special educational needs and/or disabilities.

Through meetings and learning walks, the governing body will monitor the implementation of this policy and hold the headteacher to account.

### **Impact**

#### **Inclusion and differentiation**

The PSHCE curriculum is designed to meet the needs of all learners and provision is put in place to ensure gaps in science knowledge across KS1 and KS2 are filled before moving on to KS3 or KS4 content. Adaptations to the curriculum is made to ensure more time is spent on key areas of learning.

Ambitious targets are set for all pupils and challenging, yet supportive, work is provided for all groups; more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND or EAL. Interventions may be carried out as necessary, adaptations to the curriculum and GCSE chosen to complete, additional support for SEND pupils (coloured overlays, knowledge organisers, word vocab books, worksheets, TA support – reading/scribe etc, word processors, reading pens).

#### **Assessment, recording, monitoring and evaluation**

Assessment arrangements are put in place to monitor and evaluate the impact of the PSHCE Curriculum, these include both formative and summative assessments; AfL in lessons, self-evaluation (DUK) every lesson, topic tests every month, mocks and statutory assessments.

