

THE SOUTHOVER PARTNERSHIP SCHOOL

POLICY FOR PERSONAL AND SOCIAL EDUCATION

Date adopted	May 2014
Date reviewed	November 2015
Next review	November 2018 (or as required by regulation)

Personal and Social Education is central to the educational entitlement of all students. It is delivered in two ways; as a discrete subject under the 'My Curriculum' area entitled 'Myself' and through cross-curricular links in all areas of the 'My Curriculum'.

AIMS

Through a variety of learning experiences The Southover Partnership School helps each student:

- To think and act for themselves.
- Acquire personal qualities and values.
- Take their place in a wide range of roles in preparation for adult life.
- Develop confidence, independence and personal responsibility.
- Value and respect others as well as themselves.
- To have a strong sense of self.
- To develop social skills.
- Prepare students for the challenges, choices and responsibilities of further education, work and employment and lifelong learning.
- Value and respect belongings, living things and the environment.
- Be able to share and cooperate.
- Empower students to participate in their communities as active citizens and to develop a global perspective.

PSHE as a discrete subject includes the following through focused discussion, individual and small group activities and collaborative work:

- Values education.
- Sex education delivered through PSHE or Childcare Studies with all pupils working towards a qualification (see policy).
- Substance abuse and drugs awareness.
- Environmental issues.
- Current affairs awareness.
- Emotional literacy.
- Opportunities for social interaction through group sporting activities drama and team games and role-play.
- Involvement in a range of problem solving activities.
- Preparation and presentation of tasks for different audiences.
- Positive self-assessment.
- Positive marking, with verbal or written comment.

- Links with the community.

Cross-curricular

As a cross curricular dimension PSHE, permeates all aspects of life in school. It is encompassed within the teaching of all areas of the My Curriculum; My Core Skills, My Choices, My Creative Self, My Body and My Healthy Self, Myself and My Future Self.

Staff work together as a team to provide:

- A clear, consistent framework of values in which to work, supported and agreed by all
- Supportive relationships between teacher and student, student and student
- A classroom climate which encourages all students to explore, and encourages a high level of interest
- Opportunities for development outside the classroom situation through responsibilities, extra-curricular activities, and educational visits

The following provide specific vehicles for the delivery of the learning outcomes at KS3 and KS4. These are in addition to the routine curriculum:

- Work experience
- Working in partnership with Y-gen to plan for further education, transitions, future plans and careers advice.

All staff encourage positive approaches to behavior reflected in our behavior policy.

By building positive working relationships between students and staff, all members of our school family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves.

The Southover Partnership provides opportunities for parents, the community and outside agencies to contribute to the personal and social development of its students through their active involvement in the life and philosophy of the school.