



GOSDEN HOUSE SCHOOL ACCESSIBILITY PLAN

Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.

Provision of information in other formats - We will endeavour, wherever possible, to provide information in alternative formats when required or requested. Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text. Adequate prior notice would be required through the school office.

Accessibility to premises - To continue to ensure that the school building and grounds are accessible to the extended school community, pupils, staff, governors, parents and community members as far as reasonably possible.

Date of original policy	April 2019
Original school author	E Mainwaring
Review date and SLT initial	May '22
Next review date	May '25
Date approved and signed in governing body meeting	
If applicable	

PSHE (Personal, Social and Health Education)

What is PSHE?

Personal, social and health education (PSHE) helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. Personal, Health and Social Education underpins life at Gosden House School and is essential in helping to grow lives and build futures for our Gosden Graduates.

This policy should be read in conjunction with the schools RSE policy and Careers and Qualifications guidance.

PSHE Curriculum Design at Gosden

The curriculum at Gosden House including PSHE (Personal, Social, Health and Economic Education) is built around key 'life tools' that we believe our pupils need in their 'Toolboxes' to prepare them to lead fulfilling and productive lives now and in the future. The PSHE curriculum is built around the following key 'life tools' that we feel are essential for our pupils' personal development and are embedded into our PSHE curriculum.



PSHE is delivered through a Spiral Curriculum approach which gradually introduces new and more challenging learning within our three core themes, whilst building on what has gone before, which reflect and meets the personal developmental needs of our learners.

As part of our whole school approach, our bespoke PSHE curriculum provides the building blocks to develop the qualities, skills and attributes that our learners need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society. We feel passionately that our PSHE curriculum needs to

teach our pupils to stay safe and healthy and build self-esteem, resilience and empathy now and for in the future.

At Gosden House School PSHE is a planned programme of learning where our learners acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. It provides our learners with essential building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. The school's PSHE curriculum is also guided by the PSHE Association's Programme of Study (PoS). This policy is to be read in conjunction with the school's RSE, SMSC and Relational Support Policy, Careers & Qualifications Guidance and the Primary & Secondary Toolkit (which are available on the school website).



The spiral approach to delivering our PSHE spiral curriculum has three key principles.:

1. **Cyclical:** Pupils should return to the same topic a number of times throughout their learning journey whilst at Gosden House.
2. **Increasing Depth:** Each time a pupil returns to the topic it should be revisited, reinforced and extended in age and stage appropriate contexts.
3. **Prior Knowledge:** A pupil's prior knowledge should be used when a topic is returned to so that they build from their foundations rather than starting anew.

How is PSHE Delivered throughout the school?

- We believe at Gosden House that PSHE is an essential core subject. Learning time in individual classrooms that is allocated specifically to PSHE is very flexible based around the needs of the learners but is never less than 60 minutes of discrete PSHE time per week.
- Through Assemblies, class discussions, circle time and tutor time
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.

How do we monitor the impact of our PSHE curriculum?

Pupil progress in PSHE is monitored rigorously both through the recognised assessment tool 'B Squared' and our EVISENSE system that records and celebrates students ongoing personal development journeys. The PSHE curriculum is planned and assessed by teachers through three overlapping and linked Core Themes: 'Health, Lifestyle & Wellbeing, My World and the Wider World' (which incorporates Citizenship and R.E); 'Keeping Safe'; and 'Me and My Relationships (including careers).

Pupils are also involved in helping the school evaluate, mould and develop the PSHE education programme each year through the 'Healthy School' Questionnaire.

The planned PSHE curriculum is enriched daily through wider learning opportunities and filters learners' developing skills throughout many aspects of school life. It is also enriched with targeted interventions to meet the specific social & emotional needs of individuals, including the setting of ILP targets linked to outcomes in EHCPS, the use of Zones of Regulation and students working towards and tracking their personal progress by collecting Key 'Life Tools' as part of rewarding and recognising personal achievements.

Organisation and Planning

Who is responsible for co-ordinating the subject?

Charlotte Almond – Whole School PSHE Lead

A Yearly Curriculum Overview is sent at the beginning of each academic year to inform parents about what pupils are learning about in PSHE and is also available on the website

Staff Professional Development

Teachers training needs are determined at reviews meetings during the performance management cycle. Whole school training needs are planned and identified through a Yearly PSHE development plan. The school ensures they are kept informed of relevant changes to aspects of PSHE by attending LEA meetings on Healthy Schools and PSHE lead sharing new developments and training with staff.

Confidentiality

Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Please refer to the Child Protection Policy for further detail.