

The Short Stay School for Norfolk

The relationship between outstanding schools and outstanding P.S.H.E.

- 1. A discreet, developmental and responsive P.S.H.E. education programme at the centre of the school curriculum** – P.S.H.E. curriculum planning meetings are entered in the calendar at the beginning of every academic year and held every half-term. Locksley, Rosebery and Douglas Bader follow the same curriculum plan with an element of flexibility if students request information about different topics or if events take place which give an opportunity for discussion in P.S.H.E. At Key Stage 3, we follow the National Curriculum programmes of Study but, as we are a Short Stay School, we are unable to cover all the topics but try to ensure that we cover the topics which are of most relevance to our students. At Key Stage 4, we are working towards the AQA QCF Award and Certificate. We also have many P.S.H.E. elements in our British Values programme for the year, a copy of which is attached. We have a representative on the Norfolk Teenage Pregnancy Advice Group and we work closely with the Norfolk Healthy Schools Team. We have a Bronze Healthy Schools Award for our work on Relationships and we have recently been awarded our Silver Award looking at Mental Health Issues - both topics were chosen because they are especially relevant to many of our students and families. The presentation of our Silver Award will take place on July 14th and we have a local “rapper” called William Randle coming to present the award. William does a lot of work promoting Mental Health with young footballers and is very keen to see our work. As part of the award, we have worked with the YMCA on their Young Mental Health Champions course. One of the topics covered is “Food and Mood,” looking at the connection between diet and Mental Health. We have recently been awarded £150 by the Healthy Schools Team to expand this work with a collapsed curriculum day in the Summer Term. One of the other aspects of the Award to be completed in the Summer Term is to set up a Mental Health Register to review support given to students with Mental Health Issues. This will initially be introduced for secondary students at Locksley and then reviewed and expanded.
We have strong contacts with other outside agencies and the Matthew Project, Map, the YMCA and Norfolk Warm and Well have all contributed to our P.S.H.E. curriculum. The expertise of one of our P.S.H.E. teachers has been recognised in that she has been invited to be part of a steering group which is revising Norfolk’s S.R.E. policy.

2. **P.S.H.E. education managed by an experienced, central co-ordinator with a genuine passion for the subject in their school** – The P.S.H.E. co-ordinator is a member of the S.L.T. and manages P.S.H.E. throughout the Short Stay School for Norfolk with time allocated to visit all the bases regularly.
3. **A senior leadership team committed to monitoring the quality of P.S.H.E. teaching with the same rigour and expectations as other subjects** – P.S.H.E. is treated as the other core subjects and is reviewed regularly as part of the termly review week process. This includes classroom observations, lesson plan monitoring and work scrutiny.
4. **Active involvement from members of the Senior Leadership Team in teaching P.S.H.E.** – One of the members of the Senior Leadership Team is the designated P.S.H.E. teacher at the Locksley School.
5. **P.S.H.E. education built around clear learning objectives and expected learning outcomes** – Clear learning objectives are set out at the beginning of every lesson and displayed on the whiteboard. They are discussed and reviewed regularly in each lesson through questions and answers and more “in depth” discussions. Marking grids are also used in every lesson to review work completed and to advise what is expected in the next lesson and how improvements can be made.
6. **P.S.H.E. education treated with the same regard as other subjects on the school’s curriculum** – This is in place. (See points above)
7. **Clear learning objectives which differentiate P.S.H.E. education where it is “blended” with other subjects** – P.S.H.E. is not blended with other subjects and is taught as a “stand alone” subject in the three main bases.
8. **Scope for flexibility and creativity to change the direction of lesson in response to pupil need** – As outlined in Point 1, there is an element of flexibility if students request information about different topics or if events take place which give an opportunity for discussion in P.S.H.E
9. **Recognition by schools that P.S.H.E. education helps to develop transferable skills that support academic success and success in life beyond school** – The whole ethos of P.S.H.E. is to support students to have safe, healthy and fulfilling lives but also to ensure that they are taught about risks and how to manage them.

We have high expectations for behaviour in all lessons and an atmosphere of praise and encouragement builds self-esteem. Students are encouraged to take part in discussions but also to listen to and respect the views of others. All the topics which we teach are carefully chosen for their relevance to our students and while many of them focus on staying safe, in the Summer Term with Key Stage 4, we focus on life skills including finance, interview skills, creating C.V.s etc.

- 10. A single “unifying framework” or philosophy that focuses the entire school’s curriculum, making it clear to staff how the content and pedagogy of P.S.H.E. education contributes to this ethos – A quote from one of our students – “P.S.H.E. is for every day of our lives” – sums up our ethos.**

- 11. External visitors used within the context of a planned P.S.H.E. programme - We have strong contacts with other outside agencies and the Matthew Project, Map, the YMCA and Norfolk Warm and Well have all contributed to our P.S.H.E. curriculum. We also network through the Norfolk Teenage Pregnancy Advice Group and the Norfolk Healthy Schools Team.**

- 12. Active involvement of governing bodies – The Short Stay School for Norfolk has a designated governor for P.S.H.E., who has worked on the recent review of the P.S.H.E. policy and has regular contact with P.S.H.E. staff. A copy of his monitoring report for Locksley for this half term is attached.**