



Royal Free Hospital Children's School

SECONDARY

PERSONAL, SOCIAL, HEALTH, EDUCATION

BRITISH VALUES, DRUGS EDUCATION AND RELIGIOUS STUDIES

June 2024

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Outline of needs

The Royal Free Hospital Children's School caters for pupils who have medical needs and/or a diagnosis of mental health problems associated with severe anxiety disorder, trauma, chronic school anxiety or phobia, parental separation anxiety, depression, self-harm or eating disorders.

We offer alternative and flexible options, such as dual roll education with pupil's mainstream school or full-time hospital education, which may at times be more appropriate to a pupil's physical or mental health needs in order to promote well-being. These pupils follow, as closely as is appropriate and practical, the same curriculum as their peers.

The subject is considered to be of real importance and is delivered in a variety of ways.

RSE

For information about RSE please refer to the school's RSE Policy

PSHE

Aims

- To develop spiritual, moral, social and cultural awareness
- To restore and develop pupils' self-esteem
- To support the development of emotional literacy

Objectives

To provide opportunities for pupils to –

- To help pupils understand physical and mental health issues and the management of these issues
- To give pupils advice and experience of how to form and maintain effective relationships
- To equip pupils with skills for making informed choices regarding risk
- To provide a focus on wellbeing

Curriculum

The PSHE curriculum is designed to address the regularly recurring needs of our typical cohort of pupils in Years 10 and 11. For this reason there is a particular focus on emotional and social issues. Some of the subjects currently covered each year in the PSHE curriculum include:

- Identity
- Testicular and Breast Cancer
- Mindfulness
- Sex and Relationships Education
- Stress
- Cognitive Approaches to wellbeing (Thinking Cards)
- Bullying
- Homophobia
- Domestic Abuse
- Body Image and the Media
- Smoking
- Drugs
- Friendships/Peer Support Group
- Gangs

In addition to the discrete one hour PSHE lesson each week, there is a Collective Time for pupils each week which often contributes to the PSHCE curriculum and British Values. Collective Times are effectively assemblies and also fulfil the role of collective worship. They aim to develop thinking skills and regularly involve aspects of Citizenship, British Values and Philosophy for Children (P4C). Spiritual, philosophical and cultural ideas and experience are probed, shared and discussed

Collective Time sessions may also focus on economic wellbeing and responsibility in a both a community and global sense. Teachers and pupils listen to ideas and subjects presented to them by other members of staff or pupils. The content of these are often at the teacher's discretion (accepting that the lesson supports the aims and ethos of the school). However, the content is directed to ensure coverage of keys areas of British Values.

The content of programmes of study for PSHE are regularly reviewed both formally and informally in order to ensure they match the staff's perceived needs of the pupils currently attending the school; a

PSHE framework/calendar exists for the academic year which identifies the key subject areas to be covered in PSHE lessons and collective time.

The school provides information and guidance on managing mental health through a variety of approaches and strategies including reflection and relaxation, mindfulness, positive thinking, thinking cards and the understanding and management of stress.

Lessons overtly deal with issues of risk surrounding health and social issues. Pupils are encouraged to develop strategies for staying safe.

The school contributes to pupils' long-term economic wellbeing by developing the oral communication skills essential to any modern job. They encourage pupils to be adaptable; find creative solutions to problems; put their views and ideas across for maximum effect and work effectively in groups. We also specifically deal with wider issues of economic understanding such as Fair Trade and third world economics in Collective Time.

Across the curriculum, teachers identify elements of this policy contained within their subjects and deliver these accordingly. For example, much of the sex and relationships work at Key Stage 3 and 4 is delivered within Science.

British Values

Aims

- To consider legal, moral, economic, environmental, historical and social dimensions of different political problems and issues
- To consider a range of contexts, such as school, neighbourhood, local, regional, national, European, international and global, as relevant to different topics
- To assist pupils in becoming responsible citizens
- To work with a range of organisations to address issues

Objectives

To provide opportunities for pupils to -

- Debate, in groups and whole-class discussions, topical and controversial issues, including those of concern to young people and their communities
- Participate in, and reflect on, different forms of individual and collective citizenship activities

Curriculum

The study of British Values should include -

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Drugs Education

Drugs education is a key part of preventing drug misuse and promoting the health and well being of children and young people. Teaching will -

- Provide accurate information about drugs
- Be age-appropriate
- Be inclusive and promote equality

- Reflect the views and needs of pupils

Aims

- To give pupils accurate information about drugs, including prescribed and over the counter medicines, and their potential effect on the body, mind and on personal relationships
- For pupils to acquire knowledge and understanding about the benefits of drugs when used appropriately and the dangers of drug misuse
- To help pupils explore the different attitudes to legal, prescribed and illegal drugs, and their use, and increase understanding of the implications and possible consequences of doing so
- To give pupils an overview of the current legislation on drug use and abuse
- To develop positive attitudes and the skills and confidence to make healthy, safe and informed decisions and choices
- To develop the personal and social skills needed to resist the pressure of drug misuse and avoid situations where they might find themselves at risk

Objectives

To provide opportunities for pupils to -

- Gain knowledge and understanding about the effects and risks and dangers of drugs, laws and effects of drugs on individuals, families, relationships and communities and to correct myths and misunderstandings
- To develop skills to make informed decisions, including communication, self awareness, negotiation, finding information, help and advice
- To develop and practise the skills necessary to manage situations involving drugs including assessing and avoiding risks and developing assertiveness
- To explore their own and other peoples' attitudes to drugs, alcohol and tobacco, drug use and drug users, including challenging stereotypes and dispelling myths and exploring media and social influences

Curriculum

We recognise that drugs play a part in everybody's life to varying degrees and that experimentation with drugs is a feature of many young peoples' lives. We believe that every pupil should have equal access to education that equips them with the skills, knowledge and attitudes to enable them to make healthy and informed decisions about their lives now and in the future. The school takes a proactive role in promoting healthy living and educates both pupils and staff about the dangers involved in the abuse of drugs. The emphasis will be on a clear and credible message within an adaptable system able to respond to changing trends in drug misuse.

Drug education is an integral part of curricular provision and pastoral care for all pupils. It is delivered in the context of the National Curriculum and PSHE Framework and taught as part of the Science and PSHE curriculum.

As far as possible, an interactive teaching-learning approach is used. A wide range of active teaching methods are used that enable pupils to learn skills, discuss their views, explore their own and other peoples' attitudes and values as well as learn knowledge, practice skills to cope with drug-related situations and engage actively in their own learning.

Pupils' knowledge, attitudes and skills before, during and at the end of each lesson are assessed by the teacher through directed questioning.

There is a strong emphasis on the teaching of positive drug usage as well as negative drug usage. This is important in a hospital school where some pupils may be using medication and experiencing the positive, if not essential, benefits of using prescription drugs.

Religious Studies

Aims

- To develop an awareness of the fundamental questions of life raised by human experience
- To develop a respect for the belief of others

Objectives

To provide opportunities for pupils to –

- Reflect on their own beliefs, values and experiences
- Express their personal viewpoints in a thoughtful and reasoned way

Curriculum

At Ks4 in Year 10, some pupils follow the AQA Religious Studies GCSE option according to their preferences and the availability of curriculum/independent study time. Pupils study the following sections of the specification:

1. The existence of God
2. The problem of evil
3. Miracles
4. Science and Religion

Students will be assessed on their ability to:

Demonstrate knowledge and understanding of religion and beliefs including.

1. Influence on individuals' communities and societies.
2. Beliefs practices and sources of authority.
3. Similarities and differences within and/ or between religions and beliefs.
4. Analyse and evaluate aspects of religion and belief, including their significance and influence.

Cross Curricular Themes and Skills

Cross Curricular planning in these areas consistently tackles areas of identity and cultural diversity, healthy lifestyles, community participation, enterprise, technology and the media, creativity and critical thinking. Cross-curricular planning often centres upon events such as Black History Week or World Mental Health Day and involves the whole school community; providing important unifying areas of learning that help pupils make sense of the world.

Mixed Age Teaching Groups and Classroom Management

Lessons are prepared in anticipation of a mixed age, mixed ability secondary group. In addition, some pupils will, on occasion, receive individual one-to-one support from a teaching assistant or teacher. Some lessons may be age-inappropriate for pupils in Key Stage 3.

Pupils taught on the ward

Long stay pupils on the ward are sometimes taught a specific sequence of lessons. These will usually relate to a young person's individual needs e.g. a particular social issue relevant to them such as dealing with bullying.

Health and Well-being

To ensure the school community remains supportive for all pupils, they are taught ground rules for participation in lessons. Most importantly pupils should listen and discuss opinions with respect for their peers, be tolerant of different views and opinions and show consideration towards others. For example, pupils should not laugh at others' mistakes, and not disclose personal information.

Teaching and learning styles

It is essential to use a variety of teaching strategies to give pupils a range of experiences. The teaching and learning styles may include -

- Whole group teaching, pair work, one-to-one support and assessment-through-teaching strategies
- Discussion
- 'Hot seating' and role play
- Drama work and the use of video and ICT resources
- Outside visitors and visits
- Programmes run by outside agencies

Teachers differentiate teaching and learning according to the needs of the pupils, and personalisation often influences subject content. Differentiation also includes by resources, task, group, outcome, teacher intervention, additional staffing and teaching style. The class teacher will also have to consider the individual needs of ward pupils as and when these present themselves on the day (e.g. cannot use their writing hand due to cannula insertion, or emotional upset due to pending treatment etc.).

Lesson objectives may need to be modified or an alternative curriculum provided at short notice to accommodate all needs. At all times, the class teacher's priority will be to ensure the 'best curriculum match' for the range of individual needs present on the ward or in the classroom during that particular session. The over-riding aim is to maintain a secure, welcoming and stimulating educational environment which will contribute to the pupils' recovery.

We have an ongoing commitment to review our provision, curriculum content, attitudes and expectations to ensure we address the school's Equalities Policy. The pupil's views are very much taken into consideration. We are a pupil/patient-centred provision.

Staff roles and responsibilities

All staff have opportunities to participate in training through a range of continuing professional development activities including; INSET, peer observation, on-going support from other teachers, and trialling new resources. They are encouraged, as appropriate, to attend LA training and seek support and advice, as needed, from LA advisors.

Staff give parents information about their child's progress in these areas through termly reports and through verbal feedback at review meetings.

The PSHE-Citizenship Co-ordinator –

- Is the designated Drug Education Co-ordinator for the school and participates in regular training to keep up-to-date with current developments.

The role of the Subject Leader, Teachers and Teaching Assistants is fully described in the Curriculum Policy.

Monitoring and Assessment – including Assessment for Learning

Pupils are assessed through teacher observation, formal and informal discussions and pupil self-evaluation. The subject teacher makes judgments concerning the extent to which pupils have assimilated the ideas contained within a discrete unit of work. Teachers may occasionally decide to extend that sequence of work if the likely benefit is judged to be sufficient e.g. an assessment that school phobic pupils are benefiting from work on dealing with bullying may lead to an extended study of this area.

- The implementation and monitoring of this policy is the responsibility of the PSHE-Citizenship Co-ordinator.
- The different subject elements of the policy are monitored through the school's whole school monitoring and review procedure.
- A range of methods are used to evaluate the subject areas. These include lesson observations, pupil's written feedback, and evaluations of external agencies and other outside contributors. Resources are reviewed annually by the PSHE-Citizenship co-ordinator.

For a full account of The RFHCS policy see separate document "Assessment, Recording and Reporting".

[Resources](#)

Text Books, Web Based resources

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