

Springside School

Personal, Social and Health Education Policy



May 2021
(to be reviewed May 2024)

Aims

We believe the core principles and objectives of PSHE underpin the aims for all our learners. We believe in supporting our learners to be independent, to enjoy every element of their lives, to achieve more than they can imagine and we will do this together. We challenge what is possible and any limits put in place by others. We work with our learners to be as independent as they can be to ensure they have a feeling of self-worth. We work together with our learners and families to strive to enrich the whole lives of our learners.

We do this together because we all have occasions where we need support and help, accepting and seeking this is a sign of strength and we model this to create an ethos of tolerance and support.

We believe supporting the personal, social and emotional development of our learners is integral to ensuring they become the best they can be. To achieve this, we place this as a key area of focus on every learners' personal learning plan (PLP), every outcome is truly individualised for each learner and under the 'social, emotional and mental health' section we work towards a longer-term outcome which is agreed in EHC reviews and is written into every learners' EHC plan. The PLP's are reviewed at least once a term and EHC outcomes at least once annually.

Relationship education and Sex education (RSE) forms part of the PSHE curriculum and seeks to enable learners to learn and understand about how the human body functions; and long term, and as appropriate to their needs, explore feelings about love, and sexuality, and enjoy relationships based on mutual respect and responsibility free from any abuse. Learners are entitled to learn about sex and relationships.

Policy Coverage

This policy incorporates the teaching of PSHE, it should be read in conjunction with the 'Curriculum'; 'RSE'; 'SMSC and Learner Voice' 'Safeguarding', 'e-Safety' and 'Behaviour' policies. At Springside school we recognise the need to develop the knowledge, skills and understanding of our learners in every area to ensure they are respectful and tolerant of all. This policy has been written with the United Nation's Convention for the 'Rights of the Child' as its foundation, with particular reference to Article 3 (Best Interests of the Child), Article 5 (Parental guidance and Children's Evolving Capacities) and Article 23 (Children with Disabilities) which states the following:

'The best interests of children must be the primary concern in making decisions that affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.'

'Governments must respect the rights and responsibilities of the parents and carers to provide guidance and direction to their children as they grow.'

'Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.'

We also strive to enable children to develop into young people who will live a safe and healthy life in a way which is socially acceptable and within happy, meaningful relationships. It enables learners to develop as individuals within a wider society.

Context

Learners at Springside School have a diverse range of learning difficulties and associated special educational needs. The PSHE curriculum aims to support the personal and social development of all learners in a manner, which is appropriate to their individual needs and abilities and provide a sensitive response to pastoral issues. It seeks to emphasise the importance of developing positive self-esteem, self-confidence and to emphasise respect and responsibility for oneself and others. Also, the importance of maintaining relationships in and out of the family and taking charge of decisions about personal behaviour.

PSHE also aims to promote a positive and balanced attitude towards the importance of maintaining a safe and healthy lifestyle.

Springside School is a non-denominational school that aims to celebrate festivals and religious events from many cultures. Whole school and phase worship, beliefs and celebrations (e.g. Birthdays, Achievements, Eid, Christmas) reflect this. Learners are taught to embrace all celebrations, cultures as well as respect each other, their beliefs and differences; these are detailed on our curriculum theme mapping.

Objectives

To enable learners to be happy, healthy and safe through:

1. Developing self-help skills working towards independence.
2. Maintaining and improving their mental health.
3. Raising their self-esteem and confidence, especially in their relationships with others
4. Understanding the value of family life and being aware of different roles within the family.
5. Being aware of the needs of different groups within society for example, children and elderly people.
6. Knowing about the various agencies and services within the community which can help individuals and families.
7. Learning and demonstrating safe practices in various environments showing responsibility for themselves and others.
8. Beginning to understand the physical and emotional aspects of sexuality within the context of loving relationships. Developing the skills and understanding to be confident with their own sexuality.
9. Understanding who they are, the differences of people and feeling comfortable to express how they feel.
10. Raising the learners' self-esteem and confidence, especially in their relationships with others.
11. Developing the skills (language, decision making, choice and assertiveness) which are necessary in a range of situations.
12. Promoting acceptable and appropriate behaviour in public and private situations.
13. Giving them the skills necessary to avoid exploitation, misunderstanding and abuse
14. Giving them access to information and facilities appropriate to individual needs.
15. Providing learners with MLD & SLD with the correct vocabulary to know the main body parts and begin to develop an understanding about puberty by the end of year 6.
16. Understanding the importance of keeping a healthy body and mind through diet and exercise and being aware of the potential dangers associated with substance use and misuse.
17. Learning what is socially acceptable behaviour and develop appropriate skills which will help them to lead as normal a life as possible within their own communities.

18. Developing strategies to help them keep safe, recognise risk and seek appropriate help and support in order to reduce the risk of exploitation and abuse
19. Thinking about, discussing and debating topical issues, problems and events.
20. Taking part in the life of their school and the local community.
21. Understanding and experiencing their rights as children in accordance with the United Nations Rights of every child convention 1989

Implementation:

This policy applies to **all** learners at Springside School.

For learners it may be appropriate to teach PSHE as a discrete lesson. It is only included as an area of learning within the Investigative curriculum but, this is dictated by the cognitive level of the individual learner; therefore, if learners within any phase are at a cognitive level where it would be appropriate, it will be taught as a discrete lesson.

In all phases the core principles of PSHE and early objectives are taught, these are threaded through everyday activities, every area of learning and underpin every activity learners take part in.

Lessons will be taught according to the cognitive level of the learners, as decided by the class teacher in conjunction with Phase Leads. Teachers will plan for PSHE as taught sessions or within EYFS principles using, they will refer to the school's long-term plan and access the level of work as appropriate. Equals and the NSPCC programmes of study may be used. A letter must be sent home prior to the RSE (Sex Education) lessons to inform parents and carers. Each RSE lesson must begin with ground rules allowing the learners to feel at ease for them to participate and engage within the lesson. We will assess children at where they are and what they already know. We will use this to inform planning and next steps.

Resources will be available to meet the needs of the children and they will be protected from materials which are inappropriate, having regard to the age and religious and cultural background of the child.

Learners will be involved in the Healthy Schools Programme.

Learners will be involved in the Big Life Group teeth brushing scheme.

Liaison will take place with the school health team who will support delivery of the curriculum.

Should it be identified an individual required a bespoke programme of study or further support this will be provided. The school will utilise the class teams, phase leads, Therapeutic Inclusion workers, Wilderness Therapy workers and identified members of the leadership team.

Interventions are also available where it is felt a learner will benefit further from a bespoke package of support, these include Therapeutic Intervention (Th.Inc®); Wilderness Therapy and Behaviour Support Plans (BSP).

The whole school will work to promote children's rights through explicitly taught sessions, displays, whole school rights respecting language, whole school ethos and the Springside curriculum.

Parents:

Should parents want to discuss the programme of study for their child individual consultations can take place with the Assistant Headteacher and PSHE lead including viewing the resources.

Monitoring and Evaluation:

The PSHE Policy and Programmes will be reviewed and evaluated by the Curriculum Team for Social, Emotional and Mental Health, the Curriculum Lead for PSHE and by the governing body. This review will include Relationships and Sex Education (RSE).