

Rossendale School

PSHE Policy

POLICY CONTEXT AND RATIONALE This policy covers our school's approach to Personal Social and Health Education (PSHE). Guidance was taken from the PSHE association. It was reviewed in December 2023 and will be reviewed again in December 2024. The policy is also available on the school website.

POLICY AIMS AND OBJECTIVES

Our school's mission is to equip pupils with the appropriate knowledge and understanding to live independent, confident lives. This policy informs the school's overarching aims and objectives by outlining our approach to the learning environment and effective teaching and learning. Our PSHE education programme promotes a unique approach to wider world issues, including social, moral, spiritual and cultural education as well as fundamental British values. We will create a safe and supportive learning environment by using autism strategies to facilitate discussion. We will ensure that, where students indicate that they may be vulnerable and at risk, they will get appropriate support from the designated safeguarding lead. This policy is informed by the school's safeguarding policy.

At LVS Hassocks, we ensure that the wellbeing, happiness and safety of students is a priority. PSHE forms an important part of the curriculum, and we endeavour that our students will be provided with a PSHE provision that gives them:

- Knowledge and understanding to make informed choices and decisions
- An opportunity to develop self – awareness, confidence and self- esteem
- Responsible attitudes towards physical and mental health, supported by a healthy and safe lifestyle.
- Skills and positive attitude towards building effective relationships and respect for others
- Ability to manage and express feelings appropriately, using tools such as the Zones of Regulation
- Understanding of a diverse society and our rights and responsibilities

- Preparing them for adulthood and independent living
- Supports the outcomes identified in EHCP's
- Enables them to understand their diagnosis of Autism
- Further develop their social and communication skills

What is PSHE education

Personal, social, health and economic education (PSHE) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. It equips them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. PSHE encourages young people to be enterprising and supports them in making positive education and career choices. PSHE also enables children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Aims of the PSHE Policy

The aim of the Personal, Social, Health and Economic Education programme is to inform parents and carers about the statutory requirements for the new PSHE guidelines provided by the government and how Rossendale School is to implement them. Here we will outline our rationale and method for the delivery of PSHE within our school.

Objectives

For pupils at Rossendale School to acquire a sound understanding of themselves and their lives, and to develop competence which helps to put them in control of their behaviour and welfare. In doing so, pupils also need to develop and practise a range of relevant personal and social skills, and to explore their own and each other's feelings, views, experiences, attitudes and values.

It is attitudes, perhaps above all, which are determinants of action. Our teaching aims to provide pupils with the impetus for exploring attitudes, their own and others', as a means of exploring the very building blocks of later behaviours. The pupils' active and interactive participation is therefore vital. The teaching and learning methods we adopt will provide opportunities for information to be explored as well as received and for attitudes to be considered in the light of new information and experience.

What will be taught in PSHE education?

The new statutory guidelines state that it will be mandatory for all schools to deliver health education and relationship and sex education (or 'relationship education' in primary schools). Our programme of PSHE study aims to go beyond this and encompass the Gatsby Benchmarks for careers education, and to help prepare our pupils for adulthood and life beyond Rossendale School.

Running throughout the PSHE curriculum there are **three core themes**, within which there will be broad overlap and flexibility:

1. Health and wellbeing

2. Relationships

3. Living in the Wider World

Overarching concepts to be developed through the Programme of Study:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online).

2. Relationships (including different types and in different settings, including online) .

3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices).

4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world).

5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010).

6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).

7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance).

8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes).

9. Career (including enterprise, employability and economic understanding).

This will be closely linked to the **Spiritual, Moral, Social and Cultural Development** of our pupils.

Spiritual Development: how we promote a sense of 'awe and wonder' in school and how pupils respond to opportunities and reflect on aspects of their lives.

Moral Development: how we teach pupils to understand the differences between right and wrong and the respect they have for other people, truth, justice and property; their response through their behaviour.

Social Development: how we prepare pupils and how they respond and relate to others in different social settings, taking responsibility, exercising initiative, working in groups, co-operating productively in the school and wider community.

Cultural Development: how we prepare pupils to understand aspects of their own and other cultural environments and by their response to this provision.

Safeguarding

Staff are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson has finished. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the safeguarding policy is followed.

Equal Opportunities

Children irrespective of age, faith, race, gender, sexual orientation and disability are given full access to the PSHE programme in accordance with the recent legislation. Holistically we aim to promote the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs set out by the Government's 2011 Prevent Strategy.

How is PSHE education provided in school?

Based within a spiral curriculum, one lesson per week will be dedicated to PSHE for each year group. In addition to this there will be learning opportunities across the curriculum, it may be explicit in other curriculum subjects, e.g., science, IT, PE, or could be as part of assembly or form time. In addition, specific projects (such as the School Careers Fair, fundraising, e.g., Macmillan Coffee Morning, Sport Relief) or whole school suspended timetable activities will also serve to enrich the PSHE teaching and activities across the school. The time pupils spend in residence will undoubtedly add a valued contribution to this work.

Working with Parents/Carers/Guardians

PSHE is strongest when there is communication and collaboration between school and home. We aim to provide workshops/consultation opportunities from time-to-time on certain topics, and staff will be available at parents' evenings to discuss the PSHE curriculum. Comments from parents/carers/guardians regarding any aspect of the PSHE programme are welcome.

This policy should be read in conjunction with other relevant policies such as the Careers Policy, Relationship and Sex Education Policy.

Complaints about any aspect of the PSHE programme in the school should be made in writing to the Headteacher following the school's complaints procedure.

Copies of the policy will be made available to all teaching staff, governors and to parents/carers/guardians from the school on request.

Student Voice

Pupils will be involved in the review process through feedback in lessons, pupil interviews and questionnaires; recommendations to change the PSHE programme will be considered and implemented where appropriate.

This policy will be reviewed at yearly intervals and will involve consultation and feedback from parents, carers, keyworkers, academic staff and key workers, and most importantly the pupils themselves.