



RIVERSIDE COMMUNITY SPECIAL SCHOOL

PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION POLICY

"By placing wellbeing at the centre of all that we do, pupils are taught to manage their differences and flourish as individuals."

No person shall be treated without due regard for their feelings and individuality regardless of gender (including gender re-assignment), sexual orientation, race, culture, belief or exceptional need.

National Guidance:

- Education Act 2002 Section 78
- National Curriculum Framework Section 2.5
- The Relationships Education, Relations and Sex Education and Health Education (England) Regulations 2019 (Under Section 34 & 35 of the Children and Social Work Act 2027)
- PSHE Association: Planning Framework for pupils with SEND 2020

Intent

Our PSHE curriculum, based on the National SEND Framework makes a significant contribution to the pupils' spiritual, moral, social and cultural development and their understanding of British Values. It also makes a significant contribution to pupils developing positive behaviour, personal safety and their sense of wellbeing.

We:

- Equip pupils with the necessary skills to be as independent as possible in self-care and personal hygiene.
- Develop pupils' communication skills in order to meet their daily needs, ask for help and share their feelings and views.
- Prepare pupils for life by acquiring the knowledge and skills to manage successful friendships and relationships.
- Prepare pupils to be able to keep themselves safe in a variety of environments including their personal and online safety.
- Teach early life skills, particularly in road safety and Food Technology.
- Provide opportunities to access a range of local community facilities and try new activities with support.
- Equip pupils with the understanding to be successful and happy in their families and as members of society.
- Teach pupils the knowledge and skills to lead healthy lives both physically and mentally.

- Reduce barriers in pupils' social and emotional development that may hinder their ability to be part of a group, be able to learn or make good progress in their education.
- Develop pupils' ability to be resilient and confident, particularly in dealing with transitions and change, whether in or out of school.
- Ensure that all pupils have an understanding and confidence in their own identity, family and community. Plus, an understanding that all people have similarities and differences but are equal.

Implementation

All pupils have discreet PSHE lessons but also learn daily how to put this knowledge into practice through the culture and ethos of the school and the modelling by staff. The routines, lessons and daily activities such as lunchtime and play times support their developing skills. There is a whole school approach to supporting positive behaviour by using the language of "green and red choices". This helps pupils to focus on making the best choices when faced with decisions about their learning and behaviour (see Positive Behaviour policy). All staff use consistent and positive language. Key school activities that support the implementation of key PSHE knowledge and skills include:

- Assemblies
- Outdoor learning and play
- Discovery & Play Builder times
- Educational visits & activities
- Pupil Council
- Festivities and celebrations throughout the year
- Charity events

The taught curriculum is taken from the National PSHE Association SEND planning document and is sequenced across the year for the different age groups. Key learning objectives are written for each curriculum pathway to ensure that learning is structured, sequenced across the year and covers a range of themes. Lessons include scaffolded learning objectives, practical activities, teamwork and play skills. Learning about personal boundaries and safeguarding is built in from the Early Years onwards.

Food Technology: Pupils have weekly lessons, which start with basic skills and are gradually incorporated into following recipes. The whole school focuses on these skills:

- Mixing
- Rolling
- Chopping
- Spreading
- Slicing
- Opening tins & packets

Drug Education: This is covered in the relevant Topics and at an appropriate level for pupils to understand. Pupils are taught about how to live healthily, make positive decisions and develop the communication skills for being assertive. There is a protocol for managing individual suspected drug incidents in school and pupils can access individual teaching and support if necessary.

Outside Agencies and External Programmes: At times the school uses external agencies either to support individual pupils or to teach specific skills. These programmes often are part of the RSE curriculum and may include:

"Clever Never Goes" - Teaching pupils to recognise when someone is asking them to go alone with them and what they should do to check whether this is okay.

"PANTS" - A NSPCC programme that teaches about personal safety and the private parts of the body.

"Speak out, Stay Safe" - A NSPCC programme that teaches about personal safety, boundaries including what abuse is and what to do if it happens to them.

Parents & carers are always informed about the content of these programmes if being used.

At times external specialist agencies will work with individual pupils. They will use their specialist knowledge to support the school and family with specific difficulties.

Resources: There are a wide range of resources to support the teaching of PSHE. These are often every day, common items. However, resources for RSE are by their nature, more explicit and these are always shared with parents is being used (see Relationships & Sex Education Policy).

Staff Support and Training: This is a vital component of the successful delivery of PSHE and RSE across the school. Teachers work together in their clusters to prepare the objectives and activities for each PSHE topic for their specific curriculum pathway. Training is provided to all staff in relevant areas as necessary and in particular in the area of developing positive behaviour, play skills and pupil wellbeing. Teaching and learning is observed, and progress monitored through IEPs, Progress books and progress through the PSHE Learning Steps.

Parents and Carers

Parents & Carers are considered vital partners in all of their child's education and particularly in the development of vital life and relationship skills. The Home- School Worker plays an important role in delivering courses and working with individual families on issues that often fall under the category of PSHE.

The PSHE curriculum topics (as with other subjects) for the year are shared on the school website so that parents are able to see the sequencing of learning for their particular child. More detail is then given to parents for each class via the half termly newsletter. Parents and teachers will often communicate regularly about the pupil's individual development in areas such as self-care, social skills and positive

behaviour. The staff Code of Conduct mean that issues within families and the personal lives of parents are only discussed between staff if necessary to support the pupil and in line with Child Protection and Safeguarding protocols.

Impact

The overall quality of the PSHE curriculum is monitored and reviewed by the PSHE leader, Wellbeing Leader and the Deputy Headteacher. Individual pupil progress is reviewed via the PSHE Learning Steps, IEP targets and progress towards long term goals in the pupils EHCPs. Progress is clearly written in the Annual Review of the EHCP and the end of year report.

Pupils develop knowledge and skills in being able to:

- Communicate their likes, dislikes, emotions and views to the best of their ability.
- Recognise and respond appropriately to the feelings and views of others.
- Be independent in self-care, hygiene and daily tasks as far as possible.
- Know the elements of friendship and be able to form them.
- Be able to take part in appropriate games, play and leisure activities.
- Know about and follow simple habits and rules that keep them personally safe.
- Know about and follow simple safety rules for specific environments eg. road safety, kitchen safety.
- Have some understanding of their own identify, their family and community.
- Be able to put into practice simple activities for keeping healthy.
- Understand who can help them in different environments and how to ask for help.
- Be able to show respect and kindness to all, whether different or similar to them.

Linked Policies:

- Pupil Mental Health & Emotional Wellbeing Policy
- Positive Behaviour policy
- Relationship & Sex Education policy
- Curriculum policy
- Teaching & Learning policy
- Assessment & Target Setting policy
- Early Years Foundation Stage Policy

Updated: May 2023

To be reviewed: May 2025