



## PSHE Education (Including Health and Relationships Education)

**Subject Leader: Kirsty Bryan**

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### **Introduction**

White Ash School is a Generic Learning Disabilities special primary school that provides specialised learning for children with a wide range of learning difficulties and disabilities. This includes profound and multiple learning difficulties, moderate and severe learning difficulties, visual, hearing and multi-sensory impaired children and children with an Autistic Spectrum Disorder and Attention Deficit Hyperactivity Disorder.

Our School Values at White Ash are;



## **Intent statement**

Personal, social, health and economic education (PSHE) are at the heart of our curriculum at White Ash School. Our curriculum reflects our school values and dedication to providing our children with a wide range of learning opportunities and experiences to promote the qualities, attitudes, knowledge and understanding to stay safe, healthy and prepared for life's opportunities. PSHE is delivered in a safe and structured environment following the statutory guidance provided by the Department of Education with regards to drug, financial, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle.

Our inclusive and ambitious curriculum focuses on teaching both explicit and implicit knowledge and skills which reflects pupils' increasing independence and personal and social awareness. It provides the fundamental building blocks and characteristics to develop effective relationships, personal and social responsibility, manage personal safety, including online, manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make safe and informed decisions.

Our children are supported to learn to adapt their skills to be successful throughout life whilst developing their spiritual, moral, social and cultural awareness for life and work in modern Britain.

## **Equal opportunities**

Our school ethos and curriculum ensure that all pupils receive a quality education to develop the 'whole child' regardless of their age, disability, gender reassignment, race, religion or belief, sex, sexual orientation and socioeconomic background in line with the Equality Act 2010 and the protected characteristics.

## **Our aims for PSHE at White Ash are:**

- To deliver an engaging, meaningful and high-quality curriculum accessible for all children.
- To support emotional intelligence by teaching our children to recognise and understand their emotions and the emotions of others.
- To help children to develop a positive self-image and self-worth and how to be resilient, manage risks and make decisions.
- To provide our children with the skills to develop and maintain safe and healthy relationships.
- To teach our children how to keep themselves safe in person and online.
- To promote healthy lifestyles through life long physical activity, healthy eating and personal hygiene skills.
- To support our children to be positive and considerate members of society respecting others and the environment.

## Ofsted criteria and aims for Personal Development.

At White Ash, we intend to provide for the personal development of all pupils. In line with the new Ofsted criteria for personal development we work hard to;

- Develop responsible, respectful and active citizens
- Promote equality of opportunity
- Promote an inclusive environment
- Develop pupils' character, giving them qualities they need to flourish in society
- Developing pupils' confidence and resilience so that they can keep themselves mentally healthy
- Prepare pupils for the next phase of education
- Promote the Prevent Duty

## Aims in line with the new PSHE statutory curriculum.

### Health Education

- Develop an understanding of viruses and how to keep safe
- Recognise the importance of their mental health and wellbeing and of those around them
- Lead a healthy lifestyle through exercise and healthy eating

### Relationships Education

- Be aware of lesbian, gay, bisexual and transgender (LGBTQ+) relationships
- Have an awareness of different types of families, including families with same sex parents
- Build and maintain healthy relationships
- Have an early understanding of sex education (puberty and bodily changes).

### British Values

The British Values of Democracy, Rule of Law, Respect and Tolerance and Individual Liberty are woven into our PSHE curriculum. These values are explicitly taught during our 'Self-Awareness' and 'The World I Live In' topics. These values are also interwoven into our culture and routines at White Ash such as; school council meetings, pupil questionnaires, whole school votes, school values, making choices, participation in extra-curricular activities, celebration of different faiths and cultures etc.

## Implementation

### Teaching and Learning

Class Teachers and Level 3 Teaching assistants are responsible for planning and teaching our inclusive PSHE curriculum with an understanding of how the key knowledge and skills progress. They are given the flexibility to deliver the curriculum in a way that is appropriate for their learners needs, individual learning styles and

backgrounds. Teaching staff are responsible for delivering the curriculum in a sensitive manner taking into account the various religious backgrounds of our children.

Our skilled and knowledgeable staff use a range of techniques to meet the needs of their children and provide personalised learning. They are able to tailor activities and build on prior learning that best meets pupils' individual needs. These techniques include;

- Active learning opportunities
- Practical and engaging resources
- Motivating and enjoyable experiences
- Circle time
- Role play
- Visitors
- Community links
- Educational visits
- Small groups and whole class learning
- Total communication
- Books
- Videos

The foundations of PSHE begin in our Early Years department. Early Years children access the Early Years Framework and follow the White Ash EYFS Curriculum. Children have one Personal, Social and Emotional Development target on their ILP each term and two Physical Development targets covering Physical Education and Self Help.

### PSHE curriculum

Our PSHE curriculum is based around six strands and is devised from the Programme of Study by the PSHE Association. The curriculum has been developed to meet the needs of our children at White Ash following the consultation of families, pupils and staff. Each strand is broken down further as is demonstrated below.

- **Self-Awareness** – Things we are good at, Kind and unkind behaviours, Playing and working together, People who are special to us and Getting on with others.
- **Self-Care, Support and Safety** – Taking care of ourselves, Keeping safe, Trust, Keeping safe online and Public and private.
- **Managing Feelings** – Identifying and expressing feelings and Managing strong feelings.
- **Changing and Growing** – Baby to adult, Changes at puberty, Dealing with touch and Different types of relationships.
- **Healthy Lifestyles** – Healthy eating, Taking care of physical health and Keeping well.
- **The World I Live In** – Respecting differences between people, Jobs people do, Rules and laws, Taking care of the environment and Belonging to a community.

Each class covers the six PSHE strands over the course of the school year. Strands are covered for one half term. Throughout school, all strands are repeated and revisited year on year to allow all children to recap and build upon prior knowledge and skills ensuring connections are made, learning is interwoven and ultimately retained.

Knowledge and skills are structured in phases as shown below.

Phase	
3	Encountering – effective engagement in the learning process
4	Foundation – Underpinning learning
5	Core – Fundamental learning elements
6	Development – Increasing understanding of learning
7	Enrichment – Deepening of application of learning
8	Enhancement – Applying learning in different contexts

The PSHE curriculum provides teachers with relevant topics and learning objectives for each lesson. All classes, except EYFS, teach PSHE during a discreet thirty minutes lesson each week. This is shown on their timetable. Many aspects of PSHE are cross curricular, enabling the skills and knowledge taught to be consolidated during other areas of learning and play.

### Relationships Education

Relationships Education is compulsory in all primary schools. It focuses on teaching the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Relationships Education also creates an opportunity to enable children to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Parents and carers will be clearly informed about what is taught, when and how with consultation procedures in place. Parents will be aware that they cannot withdraw their children from PSHE lessons that cover relationships and health, including puberty. Parents may also request to see planning and ask for further information. A copy of the PSHE curriculum overview is available on the school website.

Topic areas linked to Relationships Education
Playing and working together Kind and unkind behaviours People who are special to us Getting on with others Public and private Managing strong feelings Baby to adult Changes at puberty Dealing with touch Different types of relationships

All lessons will be taught in a sensitive manner and will not lead to or tolerate any type of bullying, ostracising or other forms of social or emotional harm. Ground rules will be set for each lesson to prevent the sharing of personal information. Discussions will be stopped if any personal information is shared. Pupils will be made aware that confidentiality is not promised if they confide something concerning and that they can ask for help and will be taken seriously.

Teachers will use case studies or fictional characters to illustrate an issue to avoid embarrassment and protect pupils' privacy. If questions are asked in relation to sex education which the school is not teaching, children will be spoken to outside of lessons with a senior member of staff. Teachers may give 'holding' answers and the question will be passed to parents and carers at the end of the day.

As part of our science curriculum; pupils build an understanding about growth and reproduction:

Topics include - Animals and their young, growing plants from seeds, babies, hatching eggs, living things and humans.

### Responsibilities

It is every adult's responsibility to know the PSHE focus for the children in their class. It is also their responsibility to know the abilities and needs of each child in their care and how to challenge them appropriately considering next steps for learning and the progression of skills and knowledge. Adults should implement PSHE at any given chance during discussions, lessons, play times, PE, toileting, mealtimes, when out in the community and wherever else appropriate. Adults also have a responsibility to follow the Prevent Duty and must pass any concerns relating to radicalisation, terrorism and female genital mutilation (FGM) to the Designated Safeguard Lead.

### Cross-curricular references

PSHE links to most subject areas.

- Maths – money, weighing, capacity, fractions and percentages
- English – writing, reading, communication, language
- Science – hygiene, teeth, balanced diets, changes, life cycles
- LOfC – road safety, staying safe, stranger danger, public transport
- Geography – map work, my home, local amenities, our environment
- PE – getting dressed, exercise, working together
- ICT – staying safe online

### Extra-curricular activities

Assemblies/Full Topic Days/Educational Visits/LOfC/Swimming/Pupil Parliament/Charity fundraising/Enterprise (school fair)/Eco warriors/Rota Kids/Music and more/Tots on tires/Wellbeing days.

### Community links

Brave Church play group/Oswaldtwistle Library/local supermarkets and cafes/Burnley football club/Hyndburn sports centre.

### Interventions

Food with Food, Sensory Processing, TAC PAC, Jabadao, Attention Autism, Light room, MOVE, Rebound and Hydrotherapy.

### Supporting families

All staff at White Ash work hard to establish effective working relationships with families, with the help of our Family Liaison Officer.

This is done through our initial induction meetings, parents' evenings, social media, newsletters, daily Class Dojo messages, class pages on the school website, regular phone calls home as well as a calendar of events. Our Life Skills and PSHE lead holds annual parent workshops to support families to continue high quality learning at home. All adults communicating via Class Dojo are encouraged to share the key learning of the day to celebrate progress made and encourage independence at home.

### Learning Outside the Classroom

PSHE is at the heart of every Learning Outside the Classroom lesson. From the beginning of each session, we promote forward thinking and problem solving by encouraging our children to take ownership of the things they will need e.g. apparatus, appropriate clothing and footwear, food, drink, route etc. Any session that leaves the school grounds immediately focuses on staying safe, stranger danger and road safety skills. When out in the community, children are encouraged to communicate with shop workers, librarians, bus drivers etc. to build confidence, personal skills and culture capital. Some sessions may include cooking, den building, using tools, interacting with animals/water/fire and how to handle these appropriately whilst staying safe.

### Impact

#### Assessment and recording.

Ongoing formative and summative assessments are completed through teacher observation, baselines, termly assessments and recording of pupil work on EFL.

Childrens work is assessed and moderated within our own school and by our colleagues in the Primary Generic Learning Difficulties schools in Lancashire; these are Acorns Primary School, Pendle View Primary School, Holy Grove Primary School and Kingsbury Primary School.

#### Pupil progress

Teachers assess individual children using the White Ash PSHE progression document. Children on the semi-formal and formal curriculum have a termly PSHE target. Progress made on ILP's each term is recorded and evidenced using EFL. This allows for an in depth insight into the progress made by all pupils and what could be done to improve progress throughout the school. This is a celebration of learning for each term which demonstrates progression across the school. Evidence created on EFL forms our termly reports to parents.

Teachers use the information from termly assessments with regards to pupils' achievements and progress in this subject to inform the Annual Review process, end of Key Stage Assessments and reporting to parents.

### Monitoring and evaluation

During subject leader days, the subject leader will track teaching and learning by looking at planning, pupil work and data, conducting moderations, observations and holding discussions with members of staff and pupils.

It is the responsibility of the teacher delivering the lesson to monitor and evaluate pupil progress.

It is the responsibility of the Subject Leader to:

- Keep under review and make suggestions for the updating of all equipment.
- Research the range of equipment and resources appropriate to the needs of the pupils at White Ash.
- Liaise with the Head, Deputy and staff re: the development of teaching and learning of this subject throughout the school.
- Review on a regular basis the provision for this subject in line with new government initiatives.

The Curriculum Subject Leader is released from her classroom in order to work alongside other teachers. This time enables the co-ordinator (Lead) to:

- Support teachers in their own classrooms
- Support teachers in the development of subject teaching
- Monitor and evaluate the quality of subject teaching throughout the school.
- Opportunities for teachers to review Schemes of Work, Policy and published materials are given during staff meetings.

### Links to other policies and guidance

<https://pshe-association.org.uk/resource/programme-of-study-ks1-5>

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Safeguarding

LOtC

Mathematics

Science

English

Geography

PE

ICT

Monitoring and Evaluation i.e. Governors Report

Review Date November 2024