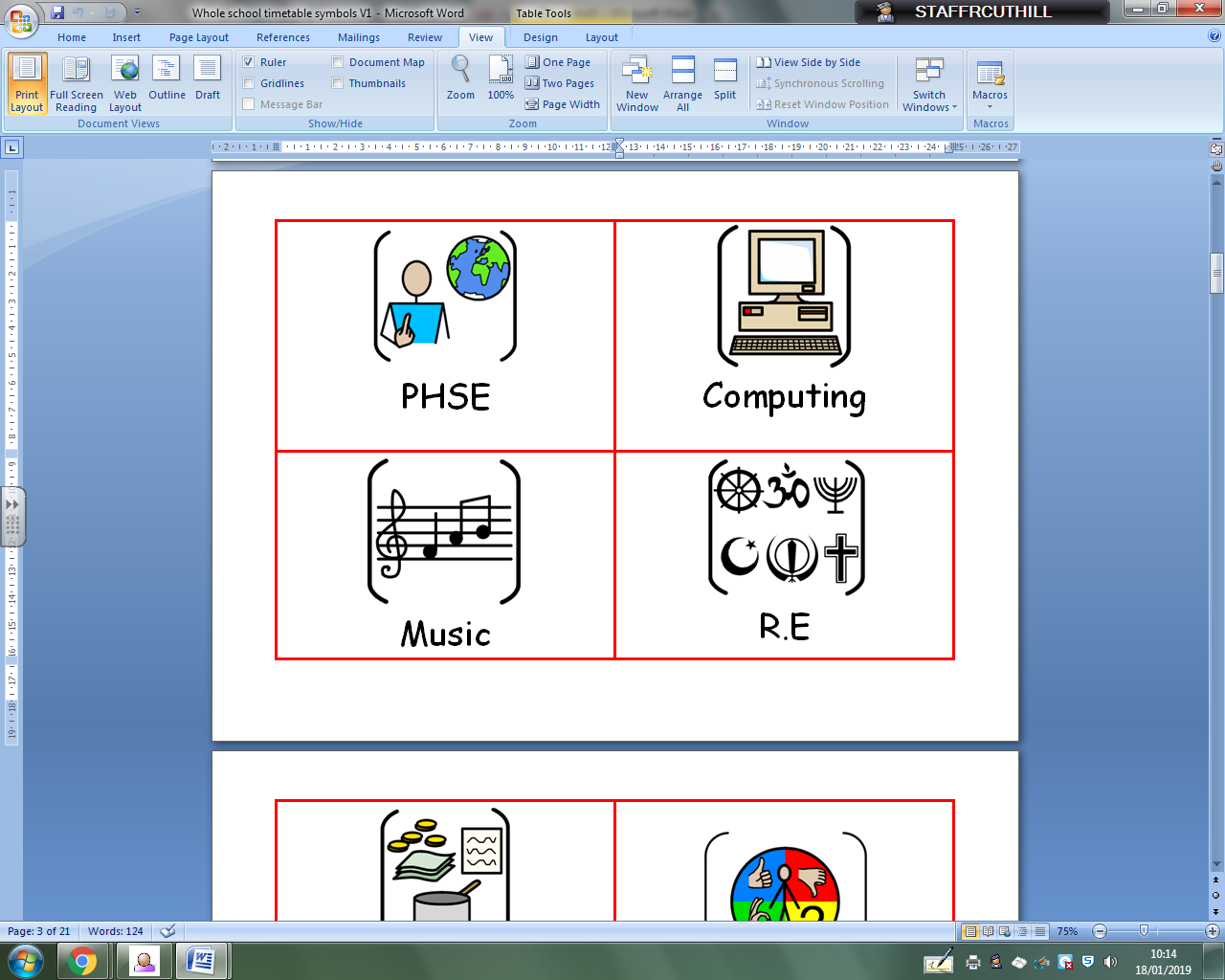
FOXFIELD SCHOOL



PSHE Policy

And Curriculum Documents



October 2022

**Policy Document**

**Introduction**

Foxfield School is a secondary school based on the Wirral. It caters for pupils with a range of Complex learning difficulties (CLD), from severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and pupils on the autistic spectrum (ASD). In addition, a number of our pupils have associated needs such as Sensory and Physical impairment, challenging behaviours and English as an additional language.

As a school we recognise that the diversity of the pupils and their learning styles require teaching approaches which reflect their needs through specialised, modified and structured teaching methods.

#### The aims of the school

Our school aims are:

* To enable our young people to achieve their full potential in all areas of their development.
* To provide a happy, caring, stimulating, supportive, respectful and safe environment.
* To work with everyone involved so that each young person in our school can become increasingly independent and integrate more successfully into the community.
* To provide a broad and balanced curriculum relevant to the needs of every individual young person.

**Importance of PSHE**

Personal Social Health and Economic education (PSHE) is a planned, developmental programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHE education equips pupils to live healthy, safe, productive, capable, responsible and balanced lives.

A critical component of PSHE education is providing opportunities for 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. PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships.

**Aims of PSHE**

The PSHE Education and Careers curriculum at Foxfield School is designed to give as much practical support as possible to our pupils to create an enjoyable, safe, productive learning environment and to minimise potential health risks for pupils and their families. Pupils’ personal, social and emotional development is encouraged through our supportive school ethos, where all are valued, positive relationships are encouraged and there is a safe and secure school environment that is conducive to learning and personal development.

Through our curriculum we seek to broaden the experiences of the pupils’ to ensure they;

* Enjoy safe, healthy, responsible and fulfilled lives
* Recognise and manage risk, taking increasing responsibility for themselves, their choices and behaviour
* Access appropriate levels of support and guidance in school and the community
* Make positive contributions to their families, schools and wider communities
* Understand their roles as possible future parents and child carers
* Understand the issues surrounding safeguarding and how this impacts on themselves and their relationships with other people
* Embrace all forms of change at different stages of their lives
* Develop a positive self-image and celebrate their personal achievements, skills and qualities
* Build confidence, knowledge and self-esteem and make the most of their ability
* Recognise, positively acknowledge and celebrate diversity in all its forms
* Explore a range of social and moral dilemmas, learn how to deal with challenges and clarify their own values and attitudes.
* Identify and articulate their emotions and feelings and learn how to manage new and difficult situations positively.
* Learn how to develop and maintain effective relationships with a wide range of people and in a range of social, economic and cultural contexts.
* Understand the nature of the world of work
* Learn how to manage their money and finances effectively
* Have the skills needed to make informed decisions about their future life choices
* Have developed an awareness of how and why they must become responsible citizens who make a positive contribution to society
* Become successful learners who enjoy learning, make progress and achieve

**Status of PSHE**

PSHE education is currently a non-statutory subject on the school curriculum. However, section 2.5 of the national curriculum states that all state schools ‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice'.

In addition to the national curriculum framework, the [Department for Education guidance](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education) states that the subject is ‘an important and necessary part of all pupils’ education’ and that ‘schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Under section 78 of the Education Act 2002 and the Academies Act 2010, schools must provide a ‘balanced and broadly-based curriculum’ which promotes *‘the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life’.*

Schools also have duties in relation to promoting pupil wellbeing and pupil safeguarding ([Children Act 2004](http://webarchive.nationalarchives.gov.uk/20130401151715/https:/www.education.gov.uk/publications/eOrderingDownload/DFES-0036-2007.pdf)) and community cohesion ([Education Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/contents)). Paragraph 41 of statutory guidance on [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2), the Department for Education states that *'schools should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities. This may include covering relevant issues through PSHE…'*

The [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/contents) also places duties on schools not just to address prejudice-based bullying but also to help to prevent it happening, and in doing so to keep protected characteristic groups safe. PSHE education, with its focus on identity and equality, can help schools to fulfil this duty.

Maintained schools have further statutory duties to:

* Promote children and young people’s wellbeing (defined in the Children Act 2004 as *'the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.')*
* Promote community cohesion ([Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/contents); [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/contents))

As of September 2020 Relationships and Sex Education became compulsory in all secondary schools. However guidance states that some content may need to be tailored to meet the needs of specific pupils who may be at different developmental stages.

**How is PSHE delivered**

At Foxfield there is a whole school, holistic approach to developing the personal and social skills and wellbeing of every pupil and this is reflected in the organisation of the school. PSHE is a core area in our school and this is reflected in each pupils PLG where there are targets based around

* Independence and self help skills
* Relationships and social skills
* Emotional Regulation

These targets are addressed through our curriculum during weekly lessons as well as through a range of activities including;

* Lunch and break times where pupils develop a range of independence skills and social skills
* 1:1 sessions- due to the nature of our school and its high staff to pupil ratio, staff are quick to respond to issues as they arise. These may be addressed in 1:1 sessions if required.
* Careers, work experience and mini enterprise- this allows our pupils to gain the knowledge and skills needed in order to be involved in making important life decisions and plan for their future, it also promotes an understanding of the world of work
* Outside agencies e.g. Health Services in School, Brooke Advisory Service, these services visit school and deliver specific topics
* Toileting and changing for swimming/ PE allows pupils to develop personal care skills such as dressing, hygiene etc
* Clubs
* School council- develops skills for participation in decision making
* Visits into the community allows our pupils to develop their skills and understanding for being responsible citizens. It also allows us to teach vital independence and safety skills.
* Weekly assemblies and daily reflection address the curriculum and provides opportunities for social and moral education

**Curriculum**

The PSHE curriculum at Foxfield follows guidance from the national curriculum and uses the PSHE Association framework.

The PSHE Education curriculum is divided into 6 core themes;

1. Health and Wellbeing
2. Relationships
3. Living in the wider world
4. Self care, safety and support
5. Emotions
6. Self awareness

All pupils across the school will be supported with developing the following skills:

Communication

Social Skills

Emotional regulation

Recognising and assessing potential risks

Assertiveness

Seeking help and support when required

Making choices

Self-respect and empathy for others

Recognising and maximising a healthy lifestyle

Managing conflict

Independent Living skills

Further to this, the curriculum at Foxfield is split into four pathways,each personalised to meet the pupils at their point of learning,

**Pre formal Pathway**

The pre-formal curriculum is designed for those pre-symbolic to early symbolic learners who are at very early levels of development and access a curriculum that enables them to develop a sense of security in the school environment, which is comprehensible and meaningful to them. It is a personalised holistic curriculum that focuses on the early communication, social and emotional and cognitive skills that are the foundation of learning. The focus is upon enabling learners to establish positive interactive relationships with others, to proactively explore the world around them, gaining environmental control skills. All pupils will also be given maximum opportunities to achieve the highest level of personal mobility and independence. In our pre-formal pathway PSHE is addressed in a completely cross curricular way through each pupils individualised programme, afternoon whole class sessions as well as during non- lesson based times such as personal care times, breaks etc. Staff utilise a variety of activities such as intensive interaction, body awareness, move, morning routines, sensory play, Jabadao, tacpac etc to cover the 6 main areas of the curriculum.

**Informal Pathway**

The informal curriculum is designed to support our pupils with emerging intentional communication, emerging contextual awareness and who have emerging social awareness. This curriculum is designed to support individual pupil profiles with the SCERTs model a key driver through this curriculum. Our focus is to provide familiar routines and to scaffold the learning environment to help support early problem solving skills. This curriculum also recognises the importance of play in a pupil’s development and the need for a variety of teaching styles matched to the pupil’s personal learning goals arising from their EHCP. In our Informal pathway, much of PSHE is addressed throughout the school day via activities such as emotional regulation, morning routines, Intensive interaction, attention autism, learn to learn and health and well being sessions. The Informal pathway also has the addition of a weekly PSHE and citizenship lesson on a Friday afternoon, here the informal pathway also has termly topics which tie in with the overall school theme.

**Semi formal Pathway**

The semi-formal curriculum recognises that many of our young people learn differently and is a personalised learning approach based on: becoming literate communicators and early readers, becoming mathematical and scientific thinkers; the acquisition of early learning skills; and personal emotional and social development and mental well-being which encompasses the development of thinking skills, play (emotional, cognition and social dimensions), creative learning and movement. Pupils following our semi-formal curriculum, learn best when learning is related to their own experience and they are given opportunities to explore their own interests. Some may learn through play; others will learn more effectively through functional activities, and yet others will respond well to a theme-based approach. As with other pathways, the Semi Formal pathway covers the majority of their PSHE curriculum throughout the school day both in lesson and non lesson time. In addition to this classes have a weekly Health and Wellness session which is dedicated to PSHE.

**Formal Pathway**

The formal curriculum is designed to offer pupils the opportunity to access to a range of subject areas but also ensure we meet all their social, emotional, sensory and physical needs. Functional skills, ICT, Life skills and independence skills form a large part of the curriculum for our Formal pupils in preparation for life beyond Foxfield School. Teachers ensure that learning is linked to practical activities and is consolidated and applied in practical sessions. In this pathway PSHE Education is delivered through formal PSHE’s lessons on a weekly basis which cover a broad range of content.

**Post 16**

The post 16 curriculum is designed to provide pupils with the skills they will need to fully access adult life. It is taught through the four pathways with preparation for adulthood playing a key role in all aspects of the post 16 curriculum. Functional skills and the local community plays a key role in helping pupils to use acquired problem solving and life skills. Post 16 students receive a weekly PSHE lesson as well as covering aspects of PSHE throughout the Preparation for Adulthood curriculum. Pupils receive a broad and balanced PSHE education that covers all statutory aspects as well as a range of non statutory ones.

**Assessment**

As with any learning process assessment of pupils’ personal, social and emotional development is important. It provides information which indicates pupils’ progress and achievement and informs the development of the programme. At Foxfield pupils learning is assessed both formatively and summatively using a range of strategies.

Pupils are assessed against the relevant scheme of work aims and objectives each lesson. During the lesson pupils are assessed by way of staff observation, questioning and marking of any written tasks. This formative assessment enables correction of any misconceptions and informs future planning.

All pupils have targets relating to the PSHE curriculum on their PLG’s:

* Independence and self help skills
* Relationships and social skills
* Emotional Regulation

These are assessed via Evidence for learning and MAPP

**Approaches to teaching and learning**

To facilitate pupil learning in PSHE:

* The purpose of the lesson is made clear
* Objectives are visible in planning
* Appropriate learning experiences are planned to meet the needs of all pupils
* Learning experiences draw on pupils' own experiences or existing knowledge and provide a range of opportunities for students to learn, practice and demonstrate skills, attitudes, knowledge and understanding.
* Time is given for students to reflect and clarify their own views and opinions
* Attention is given to developing a safe and secure classroom climate
* All pupils are given the opportunity to assess evidence, make decisions, negotiate, listen, make and deal with relationships, solve problems and work independently / within a team. This means that a variety of teaching methods are implemented to ensure all pupils are actively engaged in lessons.

Sensitive issues need to be presented in a broad and balanced way, pitched appropriately to the pupils’ needs and experience. The use of ‘ground rules’ helps create a supportive climate for discussion and will encourage the development of trust and confidentiality, and respectful listening to the opinions of others. A sensitive approach to religious beliefs is essential.

**Links to other curriculum areas**

* *Literacy:* skills in enquiry and communication, stories that illustrate aspects of personal and social development.
* *Numeracy:* aspects of financial capability, counting and sharing.
* *Science:*  reproduction, health, safety and the environment.
* *Computing:* communicating with others via email, finding information on the internet and checking its relevance.
* *Physical Education:* teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
* *RE:* religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.

**Resources**

Resources used in PSHE lessons are reviewed regularly and new resources are assessed for their suitability by the PSHE coordinator. The named PSHE coordinator aims to support colleagues in the use of all resources and training materials.

Resources used in lessons should meet the following criteria:

* Resources produced in school must not convene copyright laws
* Resources used must not use inappropriate images of humans that do not support the teaching and learning outcomes as specified in the planning.
* Resources containing information on sensitive or controversial issues must present balanced arguments (link with equal opportunities)
* Resources must not belittle attitudes, customs or moral values which may be earnestly held by pupils and their families
* Sexist, racist or homophobic materials must not be used

All resources are kept in the PSHE Store cupboard. resources have been sorted into topics and can be found in labelled boxes.

**Equal Opportunities**

The school regards access to a coherent programme of PSHE as a fundamental right for all pupils’, irrespective of their academic ability, gender, sexual orientation or ethnicity. Some issues may be perceived differently by boys and girls and may be tackled by single sex groups initially. Staff planning and teaching will be expected to detect and respond appropriately by rearranging groups for teaching purposes when the need arises. When discussing moral issues relating to different cultures or religions, pupils should not be allowed to denigrate the beliefs of others. Consideration is given to the design of teaching materials and approaches appropriate to all pupils.

**Safeguarding**

If a pupil discloses or alludes to any issue that may suggest they are at personal risk, the member of staff must clearly follow the Safeguarding Policy and ensure the concerns are reported to the appropriate member of staff (Lead Safeguard Coordinator / Child Protection Officer). Staff must follow the clear guidelines outlined in the Safeguarding / Child Protection Policy as appropriate. Similarly, if a pupil alludes to or confirms they have been the victim of bullying (physical, verbal, racist, homophobic, gender, disability), the member of staff must follow the clear guidance outlined in the school’s ‘Anti-Bullying Policy’ . A member of staff who witnesses such forms of bullying in lessons and around the school must also follow the same guidance as above.

**Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the PSHE coordinator if more support is needed.

**Pupil Withdrawal procedures**

Parents have the right to request that their son or daughter is wholly or partially removed from receiving the PSHE programme linking to sex and relationships education. Parents will be made aware of the schools policy on Sex and Relationships education through the school website and on request. If a parent chooses to withdraw their child from any part of the programme, they should be given the opportunity to discuss this matter with the PSHE coordinator. If the parental concerns cannot be resolved, arrangements should be made for the withdrawal of the pupil.

**Links with other policies**

The schools PSHE policy is linked closely with other key whole school policies:

* Safeguarding policy
* Child Protection policy
* SRE policy
* Equal Opportunities Policy
* Drugs and Alcohol Policy
* Anti Bullying Policy
* Radicalisation

**Role of PSHE Coordinator**

The role and responsibility of the PSHE coordinator is to

* be accountable for standards of teaching and learning within PSHE across the school
* plan how the PSHE curriculum will be delivered across the school
* manage resources and the PSHE budget
* write and maintain the PSHE curriculum document
* review and amend policy and curriculum documentation in light of changes in legislation, guidance and national strategies
* moderate standards of achievement both within school and in relation to regional and national comparisons when available
* liaise with the schools Assessment, recording and Reporting Coordinator when appropriate
* maintain comprehensive and current details of the PSHE curriculum on the school system
* lead other staff that deliver PSHE
* observe and monitor the delivery of PSHE across the school
* attend relevant courses and liaise with outside agencies