

PSED/PSHE Policy



Introduction

Acorns is a Generic Learning Difficulties Primary School which provides a specialist learning environment for pupils with a wide range of learning difficulties including moderate and severe learning difficulties, complex needs and autism. We meet the needs of pupils aged 2–11 years.

Acorns Means:

Achieve

Celebrate

Opportunity

Respect

Nurture

Success

PSHE at Acorns Primary School encompasses the above ethos and philosophy. We strive to provide a learning environment that enables Achievement, provides Celebration, Opportunities and Success through a nurturing and respectful approach. We provide a warm, welcoming and inclusive school family that celebrates all its pupils. Acorns offers a happy, friendly and safe environment where pupils feel valued and secure.

Our Aims and Intention at Acorns is to implement a whole school approach to support the development of our pupils using a ‘whole child’ approach to teaching, learning and community engagement.

We aim to deliver PSHE that is meaningful, purposeful and engaging learning opportunities that are tailored to suit childrens abilities, needs and interests.

To provide a curriculum that is accessible, attainable and most importantly enjoyable for our children.

We endeavour to build our pupils confidence and self–esteem; building their self–belief which, in turn, supports them in fulfilling their potential.

We provide many opportunities throughout school life and within our daily routines that develop skills needed to become as independent as possible. As independent learners and

independence skills that will support them in the wider world. We endeavour to equip our pupils with the skills and attributes needed to prepare them for becoming responsible, happy citizens to the best of their abilities.

Teaching and Learning

We support the statutory guidance outlined in the National Curriculum and deliver Physical, Social, Health, Emotional Education that is appropriate and purposeful. We follow a rich and broad spiral PSHE framework that supports pupils to be healthy, safe and more prepared for the challenges of modern life. We want our pupils to receive high quality, appropriate PSHE that can support them in managing opportunities, experiences and responsibilities in later life.

The framework is for use within discrete PSHE lessons; allowing staff to cover content that reflects the needs and nature of our current pupils. We utilise staff knowledge to tailor activities and build on prior learning that best meets pupils' individual needs. This personalisation makes the learning experiences purposeful and more engaging for our pupils. The mapping has been arranged into half termly topics and presented in a question style format to allow staff the flexibility to deliver the themes in the most relevant and personalised ways for their specific class groups. It is the responsibility of the class teacher to deliver PSHE using a variety of learning styles in order to meet individual learning needs. The questions set have taken into account the learners within each current class group. The structure is fluid but progressive and allows for our pupils to make connections and learn through repeated, generalised, revisited and interwoven skills.

In addition to discrete lessons Acorns offer a child centred approach to the delivery of PSHE; utilising opportunities to enhance understanding of the current affairs in the news as well as fund raising events and strong links with the community. Pupils are educated on events in their local environment, the wider communities and the wider world through whole school events and celebrations. We provide many wonderful opportunities for the school to join together as a whole to share experiences and celebrations including World Religions and an exciting calendar of events as planned by pupils on the school council.

School deliver lessons and host whole class assemblies/activities over the academic year on Road Safety, Anti-bullying, Internet Safety, Diversity Week, Pupil Voice, Children in Need etc. Acorns is a non-denominational school and celebrates many cultural events such as Chinese New Year, Diwali, St. Patricks Day, St. Georges Day, Easter, Christmas, Holi etc. We host an annual World Awareness Day promoting education, understanding and tolerance to rejoice in our differences. Preparing our pupils for their future in the wider world.

Throughout the curriculum an emphasis is placed on the underlying moral and spiritual values common to the great religions of the world, together with the promotion of positive and caring attitudes. Pupils are encouraged to participate in shared prayer and to thank god for the food they eat, the friends they meet and their day.

Organisation:

PSHE is lead by Deana Rowinski the subject lead. The lead oversees PSHE within school and shares good practice. Subject lead / senior management attend network meetings to remain up to date with subject developments. Subject leader or a member of senior management attend the termly PSHE network meetings. Good practice and specific examples of information/subject knowledge are shared amongst staff during staff meetings and through staff emails, informing colleagues of updates. As PSHE is so cross-curricular and embedded throughout school; subject lead often has professional discussions with colleagues regarding specific pupils.

PSHE Opportunities:

Acorns have spent Sports Premium money from the Physical Education budget to support **Active Lifestyles**. The professional input support our pupils’ physical abilities, confidence and self-esteem. Acorns hire Rugby Tots professionals in and Multi-skills staff from Sweeney’s to work with every class through school. These are both on a weekly basis. This has supported development of Acorns Football Team. The needs of our sensory learners have been met through regular access to sessions at SPACE centre to develop their sense of self and body awareness.

Acorns School follow a Three week programme by Lancashire County Council called the ‘Lancashire School Lunches’ menu to promote **Healthy Food choices and Lifestyles**. Kitchen catering staff cook from fresh on a daily basis and use some organic foods such as rice, pasta, milk and flour.

Pupils participate in daily feeding programmes that develop **communication and independence**. Children are encouraged to establish the lunchtime menu, feed it back to peers, make food choices verbally/using gestures/symbols. Pupils take part in hygiene routines, they are encouraged to help give out place mats and cups, to pour their own water, wait their turn in a line and are supported to clear away their own plates after eating. Staff work hard to support pupils in developing self–feeding techniques and strive to ensure pupils try to access as **healthy and varied a diet** as possible.

Physical Development – Pupils participate in daily exercise programmes in their morning routine through wake up shake up movements and as a whole school following dance routines after lunch to encourage children to be **active**. Pupils have access to bikes, vestibular swings inside and outdoors, an Outdoor Learning Forest School Environment, inset trampolines and break out equipment within each classroom. Pupils access regular body awareness activities through TAC PAC and sensory integration sessions as well as massage.

Bike ability- During the summer term pupils get the opportunity participate in Bikeability. A scheme based on government approved National Standards for Cycle Training. To increase teaches basic bike-handling skills in a controlled traffic-free environment.

School Council – Pupils are given opportunities to express their **voice** opinions, share ideas, to make choices and feedback information to their peers to develop their own voice and to play an active role in determining their own identities. We will make decisions via voting, questionnaires and using staff as advocates. School council meetings are held in the staff room with the PSHE lead and supporting Teaching Assistant each term. However opportunities for questionnaires and votes will run throughout the year in classes with staff who know them best and know how they convey their preferences, needs and desires. Through facial expressions, body language, sounds, posture and alertness. Staff can conduct these at an appropriate time, at a slower pace, in a way that is most meaningful to the pupils. Use of signs/Symbol/Communication boards/Big Macs etc to ensure **Pupil Voice**. This information will be collated by the subject lead and acted upon with the help of councillors. Feedback will be shared with classes. Children will be encouraged to help organise and run appropriate events throughout the school year.

Pupil – Well – being – The council meetings and pupil voice opportunities support the overall well-being of pupils at Acorns School. Events and activities are either suggested by the children themselves or with their interests, needs and abilities in mind. Everything from the activity itself to the delivery is accessible for all. The intention of the events is to make our children feel respects and celebrated! We work hard to instil a feeling of acceptance and build self-confidence. The activities are enjoyable and bring happiness to our pupils.

Staff well – being – PSHE lead along with representatives from the senior management team as well as an office member and a teaching assistant to ensure that we have a broad and fair representation of the staff force. The well – being team collaboratively to help build a happy, had-working team of staff who feel valued and appreciated. The well – being team meet regularly to discuss concerns/issues regarding staffing as well as to plan for

activities/gestures and events for members of staff enjoy. The team have provided an anonymous well-being box in an accessible area within school where they are free to write down thoughts and feelings they may have. All notes get seen by and discussed with the head teacher and well-being team. A response is given to each one and actions put in place to address them. The well – being team aim to reduce stress levels and improve staff morale.

Mini – Enterprise – Our eldest pupils conduct mini enterprise through planning, buying and making toasted teacakes and soups at different times of the year. Pupils access the local supermarket, handle money, purchase ingredients and sell to staff. Pupils go round school collecting orders, toasting the tea cakes with assistance support and deliver independently. Pupils use their profits towards class outings.

Representing the school – Acorns are very proud of our pupils and have celebrated our school by establishing a link with a local school to promote and share our pupils; collaborating with our signing and signing assemblies. This promotes our pupils self-image and provides a sense of belonging. Our school Football team participates in GLD school events, Our School Choir participate in an annual competition and fun raise in town/local supermarket/local care home.

Singing Assembly – Every Tuesday afternoon the whole school participates in singing assembly. We cover songs of worship and songs of seasonal themes. Singing is led by the PSHE lead and uses Makaton sign used alongside dance movements. Pupils are encouraged to actively participate by coming up to the front and singing and signing leading their peers.

Targeted Interventions – Discussions are held with PSHE subject lead and senior management to identify pupils whom would benefit from specific interventions. Acorns provide Focused Play, Lego and Art Therapy sessions for pupils it is deemed appropriate to provide valuable 1:1 time and support in child-led sessions within a safe, secure environment.

Acorns Focused Play – Through the use of structured, consistent and safe environment pupils identified and experiencing Emotional, Behavioural Difficulties attend a weekly session with a specified staff member to work on developing aspects of self-confidence, self-esteem, concentration skills, reduce anxiety, empower children and develop social skills.

LEGO Therapy – Communication skills, work collaboratively with peers, engage in appropriate turn taking, problem solving and expressing emotions through scenarios in safe environments.

Managing Emotions - The learning environment at Acorns displays elements of emotional development. Classrooms have self – registration, pupil photographs, emotion visuals to express their feelings, behaviour management choosing board, Workstations, Soft room to express frustrations/behaviours safely, ‘break out’ areas in each classroom to promote self – regulation. Many classes have also implemented mindfulness activities/relaxation music for children to calm before working.

PAT Dog – The dog comes into school on a regular basis for PAT Dog Therapy that offers pupils a very calming influence.

Assessment and Recording

Staff members take regular photographic evidence of pupils or comments stating specific examples of PSHE and record these onto **Evidence for learning** and using **Individual Education Plans**. Evidence is always visible to the subject lead and senior management staff. PSHE is a focus area on the end of the school year reports and reported back to parents. Each class has a Pupil Voice book where photographs/comments can be stored. Each class has a portfolio book where photographs are stored with necessary comments.

Resources are kept in a central point in a labelled box in the shared shed. Some resources can be found in the subject leaders classroom as well as resources in individual classrooms. Resources used to support and enhance the teaching of PSHE at Acorns school are selected to meet pupil needs and abilities.

Additional resources are available from outside agencies e.g. School Nurse, Dental Nurses, Lancashire Healthy Schools Programme, Drug Education Team, Connexions and the Citizenship Adviser.

The Personal Development of pupils is monitored through the delivery of PSHE sessions to meet need as outlined in every child's EHCP. In addition personal development is further tracked and reported to the head of the virtual school in the case of Children Looked After. Personal development is commented upon daily in some instances on the talking tile. Personal development is a key element of annual reviews and professional conversations between other professionals and parents.

Parents/Carers and the Wider Community – Acorns work hard to provide effective home school links with parents establishing effective working relationships between home and school to support pupils. This is done through the school website, newsletters, daily talking tiles, class blogs, teacher emails, regular phone calls home as well as a calendar of events throughout the school year that encourage parent participation.

Community Links – We pride ourselves on the many opportunities pupils are given to access the local community. Pupils attend community visits on a regular basis and provide our pupils with contextual and purposeful learning experiences. We have a successful link with a neighbouring school, St. Gregory's.

Relationship Education -In keeping with government changes for 2010 for the teaching of Health and Relationships to be mandatory; Acorns have created a richer and broader spiral PSHE framework that will support pupils to be healthy, safe and more prepared for the challenges of modern life. We want our pupils to receive high quality, appropriate PSHE that can support them in managing opportunities, experiences and responsibilities in later life. Using the schools PSHE mapping teachers follow 'Relationships and Our Feelings' topics and in addition to this KS2 also follow a 'Growing Up' section exploring Personal Hygiene, Private body parts, Puberty, Consent and Personal Safety online. The school nurse reinforces work on education sessions towards the end of Summer Term with Year 5 / 6 pupils and/or pupils whom it is deemed appropriate.

LINKS WITH OTHER POLICIES

Sex and Relationship Education

Safeguarding

Behaviour Policy

Drugs and Alcohol education

Confidentiality

Anti-bullying


Child Protection

Protocol for visitors to school

Policy written by Deana Rowinski (Subject Lead)

Document to be reviewed at the beginning of each academic year by the subject lead.

Signed By:


..... Headteacher

Date: September 2021


..... Chair of Governors

Date: September 2021

Next Review Date: September 2022

PSHE Whole School Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class	Being in me in my world	Staying Safe and well	Relationships and Our Feelings	Rights and Responsibilities	My World and the Wider World	Money Matters
Seedlings	<p>Who am I? To develop a sense of self and belonging</p> <p>My family and pets</p> <p>What do I look like? To be aware of own name and physical features</p>	<p>What foods should I eat?</p> <p>Who keeps me safe?</p>	<p>Who are my family? Develop a sense of belonging</p> <p>Who looks after me? Identify family members</p> <p>How do we feel? Explore simple emotion vocabulary</p>	<p>How should we behave? Sorting examples of good / bad , appropriate / inappropriate behaviour</p> <p>How should we behave with others? Getting along Working together</p>	<p>Where do I live? Discuss their home, where they live and make comparisons to their peers and children from around the world</p> <p>Where do other people live? Explore local area and park. Instil awe and wonder. Observe environment around them. What do they like</p> <p>Who are the people who help us? Recognise people who look after them and Public service member</p>	<p>What is money?</p>
Cedar	<p>Who am I? Describe and label physical features</p> <p>What do I like? Discuss things they do and do not like <i>Food, games, stories</i></p>	<p>How do I be healthy? Discuss the importance of washing hands Identify healthy foods</p> <p>How do we keep safe? Keeping safe in familiar and unfamiliar situations; household</p>	<p>Who is important to me? Identify their special people.</p> <p>How do they look after me? Love, security, stability Explore different family dynamics</p> <p>What makes a good friend? Explore qualities of sharing and kindness</p>	<p>What is right and wrong? Telling lies. Stealing, cheating etc Making appropriate choices</p> <p>Why do we need school rules?</p>	<p>What is it like where I live? Is it different to other places?</p> <p>What makes a community? Family, School, Church, Town etc</p> <p>What is First Aid?</p>	<p>Where does it come from? Why do we need money? Discuss how we get money e.g. pocket money, gifts, jobs around the home.</p> <p>Different types of saving eg piggy bank, high street bank, post office, building society</p>

		<p>products (including medicines) can be harmful</p> <p>Parents help keep us safe online through supervision</p>	<p>What if we fall out? Conflict resolution</p>			
Elm	<p>What makes us all special? Exploring who they are; developing self – confidence - recognising what they can do; - identifying their favourite things; recognising what makes them special</p> <p>What do I like about me? To describe what makes them feel good about themselves</p>	<p>Which foods are good for me? Food sorting – discriminate between healthy and unhealthy foods Explore basic personal hygiene routines and why these are important</p> <p>How can we keep safe in different places? Rules for keeping safe in different places; people who work in the community; asking for help; emergency services</p>	<p>What makes a good friend? Explore qualities of sharing and kindness</p> <p>What if we fall out? Conflict resolution</p> <p>How do I feel when we fall out? Scenario matching My feelings matter</p>	<p>What our rights responsibilities? Rights and duties at home, school and in the community Education, House, Warmth, Food, Clothing</p> <p>How can I show respect? Respect others, take care of our belongings, take care of our bodies</p> <p>How can I keep safe in my community? Road, Fire, Cycle, Water and Online safety</p>	<p>My environment</p> <p>Who is responsible for looking us? How can we contact those special people? When may we need their help? Discuss emergency numbers</p> <p>What is First Aid?</p>	<p>What can we do with money? To discuss what we do with our money – spending saving, planning savings.</p> <p>Shopping activities - role play, community visits</p> <p>Explain that people spend online - food shopping</p>
Willow	<p>Why are we all different? We are all unique and special</p> <p>Being proud Always be yourself</p>	<p>How can we be healthy? Discuss physical activity, sleep, rest, healthy food)</p>	<p>How can we describe our feelings? Use a wider variety of vocabulary to describe feelings</p> <p>Interpret facial expressions</p>	<p>How can we make it fair? To understand the importance of behaving fairly and with respect towards others</p> <p>Conflict resolution</p>	<p>How can we look after the place we live? To learn about the needs of the community and the local environment</p>	<p>How can we keep money safe? Different types of saving e.g piggy bank, high street banks Online banking</p>

	<p>Recognise what they are good at and what they want to do better at. Set simple goals</p>	<p>Explore advertising, colours and toys that make unhealthy foods more appealing</p> <p>What is medicine? Who gives us medicines? Where should medicine be kept?</p>		<p>What are the rules that keep us safe? Explore Road, Fire, Cycle, Water and Online safety</p>	<p>Discuss littering and simple consequences of this for humans and animals</p> <p>Litter picking</p>	<p>Is everything that we consider precious worth a lot of money?</p> <p>Is there anything that money can't buy?</p>
Ash	<p>What is Diversity? Explore and celebrate differences</p> <p><i>Explore culture, religion, family dynamics</i></p> <p>To learn ways to see and value different viewpoints</p> <p>Respect differences</p>	<p>How can I lead a healthy lifestyle? Sort foods into food pyramid and discuss a healthy balance</p> <p>How are you feeling? To learn to talk about my feelings To recognise the emotions of family and friends (sadness, worry, bereavement, fear) and ways to support them</p> <p>How to get help in an emergency? Explore emergency services procedures</p>	<p>How can we manage our behaviours? Sharing their own feelings with others</p> <p>Exploring techniques of managing behaviours</p> <p>How can I be a good friend? To understand that the emotions of others may affect my behaviour</p> <p>To practise empathy techniques for people and all living creatures</p> <p>Recognising different types of behaviours and how other people are feeling Know that I can change the way I am feeling</p>	<p>Why do we need rules? What happens when people do not follow rules? To learn about social and anti-social behaviour and making choices</p> <p>How can I stay safe in my community? Identifying risks and solutions</p> <p>Explore Road, Fire, Cycle, Water and Online safety</p>	<p>How can we protect our world? To identify things that can damage habitats (e.g. river pollution) To learn about ways of caring for habitats (conservation areas)</p> <p>Explore Recycling</p>	<p>Is everything that we consider precious worth a lot of money? Is there anything that money can't buy?</p> <p>Do the children have pocket money?</p> <p>Do they spend it all or save some?</p>

<p>Pine</p>	<p>What is discrimination? To learn how to channel emotions and the importance of personal belief</p> <p>To be aware that TV, friends and other groups can exert pressure to conform to certain images and that differences/individuality is healthy.</p> <p>To introduce the changes of Puberty. Be aware of physical & emotional changes for boys and girls & responsibilities.</p>	<p>Why is a healthy lifestyle important? To be aware of the need to assume responsibility for developing a personal hygiene routine.</p> <p>To learn techniques for managing emotions e.g. meditation, physical exercise and prayer</p> <p>Medicines in the home, what we may have taken as children, safety and safe storage of medicine.</p>	<p>What is bullying? Are you a good friend? What makes a good relationship? To consider peer influence on decision making</p> <p>Impact of bullying Recognise that bodies and feelings can be hurt</p> <p>How can I manage my feelings positively? To develop coping strategies to deal with my emotions</p>	<p>What does Discrimination mean? To understand the importance of valuing different viewpoints.</p> <p>What is a stereotype? Explore gender stereotypes – link to job roles, toys (girl likes dolls etc)</p>	<p>Why do we need to protect our environment? To explore how changes to the environment affect different people in different ways</p> <p>Explore consequences</p>	<p>How do we get money? Working and earning money</p> <p>To recognise that needs and wants can be met through saving and what influences those choices</p>
<p>Oak</p>	<p>Who am I? What makes me special? To learn how to channel emotions and the importance of personal belief</p> <p>Advertising, TV and peer pressures Stereotypes and conformity</p>	<p>How can we be healthy? To have some understanding that tobacco and alcohol can have harmful effects</p> <p>What are hazardous substances? To become aware of illegal drugs and have</p>	<p>What makes a healthy relationship? Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy</p>	<p>What is right and wrong? To interpret right and wrong and how to stand up for themselves Understand why rules and laws are needed</p> <p>Conduct class debates</p>	<p>Why do we need to protect our environment? To learn that the destruction of the rainforests will affect the ecosystems of the world</p>	<p>To help plan and cost a mini enterprise Develop enterprise skills</p> <p>Work collaboratively</p>

	<p>What are the Physical & emotional changes in Puberty?</p>	<p>some knowledge of its effects and risks</p> <p>How can we be safe online and using social media?</p> <p>Strategies for keeping safe online same principles apply to online relationships as to face-to face relationships</p> <p>Express the importance of protecting personal information</p> <p>Explore the distribution of images of themselves and others</p>	<p>Attraction, Boyfriends and Girlfriends</p> <p>Differences between crushes & relationships - pop/football idol worship.</p> <p>Why does bullying happen? How does it make people feel?</p> <p>Recognise that hurtful teasing and bullying is wrong Explore what to do if bullying is happening Discuss bystanders</p> <p>To learn techniques for managing emotions e.g. meditation, physical exercise, prayer</p>		<p>To learn about organisations e.g. Greenpeace, WWF</p> <p>To learn that supplying energy for the world has an adverse effect on the environment, e.g. global warming</p>	
<p>Woodlands follow their own PMLD curriculum developing PSHE skills</p>	<p>Who am I? Developing self – awareness and awareness of those around me</p>	<p>What foods are good for me? Shopping for fruit and vegetables Smelling foods Tasting foods Cooking with fruits and vegetables Selling healthy foods? How can I stay clean?</p>	<p>Who keeps me safe? Look at, label and discuss family members, friends and relatives. Explore the ways that they help us</p>	<p>What makes me feel happy and sad? Explore empathy</p>	<p>What is around me? Exploring immediate environment – classroom, school grounds, local area</p>	<p>Exploring coins and notes with magnifying glasses, on light boxes, in buried treasure boxes</p> <p>Using money in the environment during community visits</p> <p>Role playing with money</p>

		<p>Explore washing Oral hygiene</p>				
<p>Growing Up</p>	<p>What do I call my private parts? Learn the correct biological/medical names for the genitalia and reproductive organs (Discuss FGM)</p> <p>Explore the correct use of the terms sex, gender identity and sexual orientation</p>	<p>How can I keep myself safe online? Explore strategies for managing personal safety –online Cyber bullying Gaming Social media</p>	<p>How to keep myself clean? Discuss excess hair, sweating and the need for Personal hygiene; explore products e.g. deodorant, hair gels, sanitary products, skin/face creams, shaving foam, make-up, bras, etc. Explain who will need these and why it is important to use them. Make a body map indicating which items are used for which part of the body</p>	<p>Right or Wrong touch? Personal space Explain the difference between acceptable and unacceptable physical contact – appropriate/inappropriate. Explain how they can respond.</p> <p>Body zone charts indicating places you can touch in public; places that people cannot touch</p> <p>Reinforce consent and right to privacy Explore their own and other peoples</p> <p>Discuss ‘consent’ It is their right to say ‘yes’ or ‘no’</p>	<p>Can you keep a secret? Discuss the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</p>	<p>How will my body change as I grow up? Puberty and adolescence</p> <p>Explore emotional changes</p> <p>Human reproduction</p>

