



Title:	PSHE Policy (including Relationship and Sex Education (RSE))
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EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics, and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

PSHE Policy (including Relationship and Sex Education (RSE))

Outcome:	This Policy: sets out the 'PSHE' framework within which teaching, and support staff can operate and gives guidance on planning, teaching and assessment.
Cross Reference:	Assessment, Recording and Reporting Policy Computing and ICT Policy Health and Safety Policy Online Safety Policy Single Equality Policy Teaching and Learning Policy Evidence for Learning Guidelines Child Protection and Safeguarding Policy Behaviour Policy EVOLVE CEIAG Policy EYFS Policy

PSHE

This policy reflects the school values and philosophy in relation to the teaching and learning of PSHE. It sets out a framework within which teaching, and support staff can operate and gives guidance on planning, teaching and assessment in line with statutory guidance.

It is intended for all teaching and support staff, school governors, parents' advisers and inspectors as appropriate.

Please refer to our Curriculum Handbook for a detailed view of our school curriculum.

Curriculum Context

We cater for learners at very different stages of development therefore our curriculum must aim to provide them with the knowledge and skills that they need to thrive. To enable us to do this effectively, we have organised our curriculum into pathways and

areas of learning, each with their own aims, curriculum content, teaching and learning methods and assessment.

PSHE curriculum content sits within our broader areas of learning, all of which sits within the wider curriculum for each phase in school.

- Personal, Social and Emotional Development (EYFS)
- My Community and Me and My Body (Primary and KS3)
- Personal Progress and Personal and Social Development (KS4)

Our ethos and curriculum content is guided by EQUALS Curricula and [Statutory Government Guidance](#).

Whole School Aims:

To prepare learners for adult life through supporting them through their physical, emotional and moral development.

To help learners to understand themselves.

To teach learners to respect others and form and sustain healthy relationships.

To teach learners how to keep themselves and others safe.

To provide a safe secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy, confident, successful adults.

A Differentiated and Personalised Curriculum

To ensure that progress is maximised for all learners, it is essential that teaching and learning activities are well matched to their ability. To do this, teachers conduct relevant assessments accurately to pinpoint what learners can already do.

Long Term Maps and Schemes of Work that are tailored to each curriculum pathway, support teachers to build upon what learners can already do. Learners make progress in small incremental steps through the delivery of developmentally appropriate curriculum content.

Learning is personalised further through Aspirational Learning Intentions; SCRUFFY (Student-led, Creative, Relevant, Unspecified Fun For Youngsters!) targets that support learners to progress towards their EHCP Outcomes and are interwoven across the curriculum to deeply embed learning.

Curriculum Content:

For each phase in school and each curriculum pathway, there are Long-Term Maps for curriculum content for PSHE, that is matched to the ability of the learners. These Long-Term Maps are organised by Area of Learning.

The Long-Term Maps set out the curriculum coverage over a 5-year cycle (Primary), 3-year cycles (KS3) and 2-year cycle (KS4). Each curriculum pathway has a specifically designed long-term map that is matched to the ability of the learners.

Each academic year is divided into 3 exciting themes that contextualise learning in PSHE. Themes extend over a term to enable repeated learning opportunities and to give learners the chance to learn and embed new skills.

Curriculum content is spiralled across each cycle and phase to ensure repetition of key concepts which enables a deepening level of complexity across encounters and opportunities for different application and generalisation of skills. Teaching is progressive and will always build on prior knowledge so that content is age- and developmentally appropriate. In each Long-Term Map, the curriculum content is hyperlinked to the scheme of work so that access is efficient.

All teaching of Relationships Education (Primary) and Relationships and Sex Education (Secondary) will be sensitive to religious and cultural views about sexual behaviour whilst still ensuring that learners have access to the learning they need to stay safe, healthy and understand their rights as individuals. EQUALS My Relationships and Sex Education Semi-Formal Curriculum (2020) notes that what is taught should be appropriate to individual learner's age and developmental level and that some topics should be delivered in single gender groups when appropriate.

PSHE, including Statutory Health Education, Relationships Education (Primary) and Relationships and Sex Education (Secondary) will be delivered by the Class Teacher or a HLTA. Content may be delivered in small groups rather than to a whole-class to ensure the content is appropriate and meets the needs of individual learners, in line with statutory guidance.

Personalised content that is pertinent to the specific needs of the learner is targeted through our Aspirational Learning Intentions (ALI's) across all areas of the EHCP. PSHE facilitates Physical and Sensory, Social, Emotional and Mental Health and Self-Help and Independence Intentions.

Teachers will be responsible for identifying priorities for coverage in line with the Schemes of Work, EHCP paperwork and Aspirational Learning Intentions for the learners in their class, in consultation with parents.

Where appropriate, group agreements are negotiated with classes at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and learners. Distancing techniques such as not using personal examples will be used to ensure a safe environment will be maintained. Learner's questions will be answered in a factual way and sensitive issues will be handled by individual discussions when appropriate. Learners will be able to raise questions anonymously using a question box.

All staff teaching PSHE will be supported by the Subject Leader, Leadership Team and Designated Safeguarding Lead (DSL).

Parents will be informed about coverage via Curriculum Newsletters, termly, and can contact the Class Teacher for further information if required. Any parents or carers with any further questions or queries about curriculum content for PSHE should contact Miss Michelle Miller (millerm@astleypark.lancs.sch.uk).

Statutory topics that are mapped across our curriculum include:

Relationships Education (Primary)

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Relationships and Sex Education (Secondary)

We continue to develop the knowledge of topics specified for primary as required and in addition cover, when developmentally appropriate:

- Families
- Respectful relationships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

Health and Wellbeing Education

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention (including understanding the healthcare system in Secondary)
- Personal safety
- Basic first aid
- Developing bodies

These statutory topics will be matched to learners developmental stage and supplemented by non-statutory PSHE content that is identified as a need based on our knowledge of our pupils, or needs identified by parents or other professionals.

Specialist programmes that will be used to support the delivery of PSHE include:

- Superflex
- Thrive
- Zones of Regulation
- Intensive Interaction
- Attention Autism
- Talkabout Sex and Relationships 1 and 2

Timetable

PSHE teaching is continual and cross-curricular, delivered across the timetable through a range of learning opportunities including:

- informal, semi-formal and formal lessons and activities
- continuous provision activities
- social times including playtime
- times of transition including across activities, school areas, arriving at school, moving around school and going home
- in different areas of the school including the sensory room, play area, forest school

All timetables for all classes should include at least one focused session for PSHE per week, as well as maximising informal opportunities where they arise.

Working with Parents

Parents will be informed of our policy via the school website. Parents will have opportunities to consult on the Policy and will be signposted to information/further support by our Subject Advisors, Lead Learning Team or DSL. We are committed to working with parents and carers to ensure all coverage is appropriate and meaningful for all learners. Parents and carers can contact school to speak to our Subject Advisor, DSL, Leadership Team or Class Teachers if they have any questions or concerns.

At Astley Park School, we are committed to being transparent with the content being delivered and parents are able to request to view materials and have access these should they wish to. Please contact Miss Michelle Miller (millerm@astleypark.lancs.sch.uk) if you have any questions in relation to the teaching materials being used in school.

Right to withdraw

Under current statutory guidance, parents will not be able to withdraw their child from Relationships Education in primary or secondary school. However, they can withdraw their child from any Sex Education coverage that sits outside of the National Curriculum as part of Science, up until three terms before a pupil turns 16, where the pupil can choose to opt back into sex education even if their parent has requested withdrawal. Any parents wishing to withdraw their child from Sex Education should, in the first instance, contact the Class Teacher. Sex Education at Astley Park will be delivered at a developmentally appropriate time and parents will be consulted on any coverage that is planned to be delivered in advance of delivery.

If a parent/carer requests that their child be removed from non-statutory Relationships and Sex Education content following a discussion with the Class Teacher, they should put this in writing to the Headteacher and we will provide the child with alternative, meaningful curriculum content at this time.

Planning

Long Term Maps set out curriculum coverage through schemes of work for each curriculum pathway. These guide teachers to write Medium Term Plans that build upon

what learners can already do, based upon the content detailed for each term. Planning for each pathway and Key Stage is designed in a way that compliments the manner in which the pupils within the cohort learn best.

Approaches to teaching

PSHE coverage will be delivered in an interesting and stimulating way making use of commercial materials, teacher-prepared materials, support materials, visits, visual aids, videos, television, computers etc. to maintain the learner's attention and reinforce learning. PSHE will be delivered by the Class Teacher and supported by their class Teaching Assistants. This should be taught as part of an integrated theme curriculum.

Resources

Resources are kept in designated resource cupboards and should be used and replaced accordingly. It is the responsibility of the Subject Leader and Class Teachers to ensure adequate maintenance and replacement of resources and materials.

Further resources include:

- Learner's own experiences
- Experiences of those people known to them
- Experiences of visitors
- Local environment and beyond

Some resources are taken from key educational websites such as Twinkl or Learn and Thrive resources. Class Teachers will share any online video content with parents on request.

Where External Visitors are used, Class Teachers must follow [Statutory Government Guidance](#) (see page 33) to ensure the appropriateness of content delivered. A member of school staff will always be present when External Visitors are used. Any External Visitors are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the pupils and meet the needs of the pupils at our school.

These Visitors include:

- Lancashire Fire and Rescue Service
- Lancashire Police
- Key Charity

The list above is not exhaustive. There may be times during themed days or specific events that mean that visitors not listed here will further compliment our curriculum. Where a visitor is invited in addition to the above list of PSHE, parents will be made aware and the content of the session will be checked ahead of the delivery just as it has been for the visitors listed above.

Assessment

Learner progress and achievement is measured using a range of diagnostic, formative and summative assessments which support us to monitor progress and inform future planning.

Diagnostic assessments pinpoint where learners are in their learning which is built upon by teachers. These take place on entry and prior to annual review. For PSHE these include the Autism Education Trust (AET) Assessment (for all pathways), Birth to 5 Matters (EYFS) and B-Squared (for Adventurers Challenge, Voyagers and KS4 pupils).

Formative or ongoing assessment supports teachers to both monitor progress and inform planning and next steps. Some examples include:

- Classroom observation
- Use of pathway agreed Assessment for Learning Strategies
- Collaboration with Physiotherapists, Occupational Therapists or the Children's Disability Team (where appropriate)
- Photographic and video evidence
- Monitoring of learning journeys on Evidence for Learning
- Marking of work
- Feedback from learners
- Teacher assessments

Evidence for Learning (EfL) is the app used to capture, monitor and assess learning across the curriculum and plays a key role in both formative and summative assessment. Teachers use EfL capture small steps of progress in PSHE which is demonstrated through a learning journey across each term.

Summative assessments are conducted on a termly basis and have been carefully selected across pathways to ensure that the way that we measure progress accurately reflects PSHE curriculum content. The AET Assessment (for all pathways), Birth to 5 Matters (EYFS) and B-Squared (for Adventurers Challenge, Voyagers and KS4 pupils) are used to track progress termly.

How do we know that our learners are reaching their potential?

At Astley Park, we utilise robust monitoring and evaluation processes to ensure that our learners are receiving the highest quality of teaching and learning possible. The Leadership Team, Subject Leaders and Class Teachers collaborate in the following:

Pupil Progress Meetings: Termly pupil progress meetings are conducted collaboratively with teachers, leaders and any relevant specialists such as Physiotherapists or Occupational Therapists to set ambitious learning intentions. Progress is routinely monitored through these meetings to ensure that learners remain on track. This means that learners who are not making anticipated progress are quickly identified, and support is put in place.

Monitoring learning journeys through evidence: Progress is monitored through learning journeys to ensure that learners remain on track to achieving learning intentions and to monitor quality of teaching and learning provision.

Monitoring of planning: Quality of planning is monitored to ensure learners are receiving appropriate curriculum coverage, breadth of learning opportunities, sequence of learning and resources.

Lesson observations and learning walks: Quality of teaching and learning and learner progress is monitored through lesson observations and learning walks. Excellent practice is identified in order to be shared and support is immediately put in place for any teachers requiring improvement.

Monitoring of assessment data: Each summative assessment used is complimented by a data analysis module. Data is analysed termly to identify strengths and act upon areas for development. Data is pivoted across a wide range of groups including phase, pathway, vulnerable groups.

Moderation of assessment: Assessments are often conducted collaboratively with our Assistant Headteachers as part of our moderation process. In house and external moderation of assessment takes place to ensure high quality judgements are informing teaching and learning.

The Role of Technology in Supporting and Developing PSHE

We aim to make maximum use of technology across the curriculum to promote the learners' communication skills, as well as developing competence in ICT skills. All learners will have the opportunity to access computers, iPads and other appropriate technology using assistive devices that meet their individual needs. Supporting technology includes but is not limited to:

- High- and low-tech communication devices
- Switches
- Cause and effect toys
- Online cause and effect games
- Communicate in Print
- Clicker
- AAC
- iPad apps (initial code, teach your monster to read, book creator, puppet pals)
- AAC devices
- Word processors

For further details see Computing and ICT Policy.

Cross curricular links

Spiritual, Moral, Social, and Cultural Development in PSHE

PSHE promotes the following:

Spiritual development – through helping learners recognise the diversity of the world as they look at their community in a variety of ways, including cultural and religious aspects.

Moral development – learners will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.

Social development – Activities will include pair work, group work, role-play, games, foster good social behaviour and self-discipline. All of these examples help learners to develop their social skills.

Cultural development – Through its study of real people in real places, PSHE makes a major contribution to cultural development.

Responsibilities

The Subject Advisor(s) support planning with teachers, have an awareness of progress of the subject, attend courses where relevant and keep a good working knowledge of government guidance.

Class teachers and HLTAs will plan and deliver the curriculum content mapped on the Long Term Maps in a way that meets the needs of the learners in their class. They will record progress via Evidence for Learning and use diagnostic and summative assessments as per the Assessment, Recording and Reporting Policy.

Support staff will support Class Teachers and HLTAs to deliver curriculum content and capture learning via Evidence for Learning.

Our Pupil Support Lead will deliver additional interventions where additional need is identified.

The link governor for PSHE (including RSE) will have an overview of the curriculum and progress as part of their role.

Health and Safety

Our guidelines regarding behaviour and discipline, health and safety are rigorously enforced during activities within the classroom and beyond. The Class Teacher is responsible for ensuring that activities are supervised by the correct ratio of adults to children, the activities are within the capabilities of their learners and above all the children are safe and understand the safety procedures. The children are expected to act sensibly and demonstrate a responsible, caring and considerate attitude towards others. Risk assessments for all visits must be submitted through the normal school procedures for any activity off the school premises.

Teachers are aware that some topics within PSHE that focus on relationships or safety can sometimes lead to a disclosure of a child protection issue. Teachers will log any concerns via CPOMS, alerting the DSL. The DSL will action any concerns raised, as per the Safeguarding policy.

Teachers should use distancing techniques when delivering PSHE content and answers to questions should be factual and age appropriate. Anatomically correct names for body parts will be used.

Inclusion

It is the responsibility of all staff to ensure that all learners, irrespective of gender, ability, ethnicity or social circumstance, have the equal opportunity to access to the curriculum and make the greatest progress possible.

Learner Voice

Learner voice will be used to review and tailor our PSHE lessons.

Policy Updates

This policy will be reviewed annually to ensure that it continues to meet the needs of learners, staff and parents and that it is in line with the current Department of Education advice and Guidance.