

Policy Title:	PSHE Policy 2024-2025	
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Date of Review:	March 2024	
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Ratified by:	Governors Informal Committee	
Responsible signatory:	W Blundell	M Maher
Date of signature:	29.03.2024	29.03/2024
Outcome:	<p>This Policy: details colleagues' responsibilities and reflects the school values and philosophy in relation to the teaching and learning of PSHE. sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.</p>	
Cross Reference:	Single Equality Policy Teaching and Learning Policy Curriculum Policy Assessment, Recording and Reporting Policy Evidence for Learning Guidelines Child Protection & Safeguarding Policy EVOLVE Behaviour Policy	

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

This policy reflects the school values and philosophy in relation to the teaching and learning of PSHE which includes statutory Health Education and statutory Relationship Education for Primary aged pupils and Relationships and Sex Education for Secondary aged pupils. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.

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

Aims

The PSHE content delivered aims to prepare children and young people for adult life by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships.

Astley Park School seeks 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.

Differentiation/Personalisation

All of our pupils have an Education, Health and Care Plan and we cater for pupils from age 4-16. Pupils will work at levels appropriate to their ability and progression will be in very small steps with much over learning and reinforcement. Work will be individualised and may be delivered out of Key Stage if this is deemed necessary. At Astley Park School, PSHE is taught within the Me and My Body and My Community Areas of Learning. The long-term maps that outline curriculum content coverage have been written in line with four learner profiles: Explorers, Adventurers, Adventurers Challenge and Voyagers. Pupils work at levels appropriate to their ability and the long term maps and schemes of work set out the knowledge, skills, understanding and specialist programmes, tools or interventions for each pathway.

Area of Learning Content

Subject content for PSHE sits within the wider areas of learning for Me and My Body and My Community Long Term Maps. These are available to all staff via SharePoint.

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

- SCERTS
- ProjectEVOLVE Online Safety Programme
- SWGfL Digital Literacy Curriculum
- ALERT Programme
- Zones of Regulation
- Intensive Interaction

- EQAULS Schemes of Work for Informal Curriculum, Relationships and Sex Education, My Physical Wellbeing, My Play and Leisure, My Independence and PSHE
- Attention Autism

Department of Education Statutory Guidance for Relationships Education (Primary), Relationships and Sex Education (RSE) (Secondary) and Health Education (Primary and Secondary)

DfE Statutory Guidance states that from September 2020, primary schools must deliver Relationships Education and Secondary Schools must deliver Relationships and Sex Education. At Astley Park School, this is incorporated into Me and My Body and My Community lessons in a developmentally appropriate way. Primary and Secondary Schools must also deliver Health Education.

Statutory topics are listed below. These topics are woven into the Long-Term Maps.

By the end of Primary School for Health Education:

- Topic 1 : Mental Wellbeing
- Topic 2: Internet Safety and Harms
- Topic 3: Physical Health and Fitness
- Topic 4: Healthy Eating
- Topic 5: Drugs, Alcohol and Tobacco
- Topic 6 : Health and Prevention
- Topic 7 : Basic First Aid
- Topic 8: Changing Adolescent Body

By the end of Primary School for Relationships Education:

- Topic 1: Families and People who Care for Me
- Topic 2: Caring Friendships
- Topic 3: Respectful Relationships
- Topic 4: Online Relationships
- Topic 5: Being Safe.

For Secondary pupils we will continue to develop knowledge on topics specified for primary as required and in addition cover the following content when developmentally appropriate and in consultation with parents.

By the end of Secondary School for Health Education:

- Topic 1: Mental Wellbeing
- Topic 2: Internet Safety and Harms
- Topic 3: Physical Health and Fitness
- Topic 4: Healthy Eating
- Topic 5: Drugs, Alcohol and Tobacco
- Topic 6 : Health and Prevention
- Topic 7 : Basic First Aid
- Topic 8: Changing Adolescent Body

By the end of Secondary School for Relationships and Sex Education:

- Topic 1: Families

Topic 2: Respectful Relationships, including Friendships

Topic 3: Online and Media

Topic 4: Being Safe

Topic 5: Intimate and Sexual Relationships including Sexual Health

In Key Stage 4, pupils study PSHE as part of their accreditation.

As part of Personal progress this is covered within the units;

- Employment
- Independent Living
- Good Health
- Community Inclusion

As part of Personal and Social Development this is covered in the units;

- Community Action
- Developing Self
- Dealing with Problems in Daily Life
- Environmental Awareness
- Healthy Living
- Individual Rights and Responsibilities
- Making the Most of Leisure Time
- Managing Social Relationships
- Parenting Awareness
- Personal Safety in the Home and Community
- Preparation for Work
- Using Technology in the Home and Community
- Working as Part of a Group
- Working Towards Goals

Personalised and bespoke content is targeted through Aspirational Learning Intentions within the areas of Communication and Interaction, Social and Emotional Health, Physical and Sensory and Self-Help and Independence.

Statutory guidance for Relationships Education (Primary) and Relationships and Sex Education (Secondary) is available to all stakeholders via the Department for Education website:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf).

Any parents or carers with questions or queries should contact Mrs Michelle Crouch (crouchm@astleypark.lancs.sch.uk) or Miss Corinne Spear (spearc@astleypark.lancs.sch.uk).

Relationships Education/Relationships and Sex Education

All teaching of Relationships Education (Primary) and Relationships and Sex Education (Secondary, where appropriate) will be sensitive to religious and cultural views about sexual behaviour whilst still ensuring that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Relationships Education (Primary) and Relationships and Sex Education (Secondary) will be delivered as part of My Community or Me and My Body lessons by the Class Teacher. 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 (above). 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. Parents will be informed about coverage via Curriculum Newsletters, termly, and can contact the Class Teacher for further information if required.

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 pupils. Distancing techniques such as not using personal examples will be used to ensure a safe environment will be maintained. Pupil's questions will be answered in a factual way and sensitive issues will be handled by individual discussions when appropriate. Pupils will be able to raise questions anonymously using a question box.

All staff teaching Relationships Education (Primary) and Relationships and Sex Education (Secondary) will be supported by the Subject Advisor, Lead Learning Team and DSL.

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, Lead Learning Team or Class Teachers if they have any questions or concerns.

Right to withdraw

Under new legislation, 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. 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 RSE content, we will provide the child with alternative, meaningful curriculum content at this time.

Planning

Curriculum planning is via Termly Medium-Term Plans. These are used to set clear, achievable goals matched to pupil's own abilities and our Astley Park Curriculum tools, as well as ensuring progression, continuity and subject coverage throughout the school. All planning should be based around learners Aspirational Learning Intentions and should be linked to curriculum content linked to PSHE (including statutory Relationship Education, Relationship and Sex Education and Health Education). Planning is the responsibility of the teacher and plans are available to the Lead Learning Team via SharePoint.

Approaches to teaching

PSHE 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 pupil'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, within Me and My Body and My in Primary and Key Stage 3 and through Independent Living Skills, Vocational Studies, Leisure and Recreation, Work Related Learning, Careers Education in Key Stage 4.

Resources

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

Further resources include:

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

Assessment

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. The focus of pupil's learning will be their Aspirational Learning Intentions linked to their EHCPs. Continuous assessment by assessment for learning and teacher observation is carried out and recorded on Evidence for Learning and assessed via Assessment Books (see Evidence for Learning guidelines).

All evidence of pupil's progress is kept as a record. Within both the primary and secondary department teachers use the app Evidence for Learning to evidence pieces of work. This provides pictorial evidence as well as a teacher comment. Teachers and teaching assistants provide children with steps to success as well as comments on progress towards meeting their objectives.

For Adventurers Challenge and Voyagers learners, progress is also measured via B-Squared Primary Steps.

In Key Stage 4, progress is measured via accreditation.

Spiritual, Moral, Social, and Cultural Development

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

Moral Development – pupils 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 pupils to develop their social skills.

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

Subject Advisor role

The Subject Advisor role involves general oversight (monitoring and evaluating) of ensuring subject coverage within the broader Area of Learning Faculty.

The Subject Advisor for PSHE will collaborate with other teachers and the Lead Learning Team and Governors on the curriculum mapping and policy to ensure a breadth of coverage is provided and recommend INSET as appropriate.

The Subject Advisor will be involved in planning with teachers, maintain progress of the subject, attending courses where relevant and keeping abreast of changes, which may affect the subject.

Monitoring the policy in operation is the responsibility of the Subject Advisor.

The Subject Advisor will be asked to contribute towards the School Development Plan, estimating and projecting costs and resources relevant to the Area of Learning appropriately.

INSET

INSET needs for PSHE will be ascertained through appraisal, review, change, external advice, School Development Planning and prioritised by the Subject Advisor through consultation with the Lead Learning Team. Sources of INSET provision will be sought from school staff, advisory teachers and other professionals.

Health and Safety

Our guidelines regarding behaviour and discipline, health and safety are rigorously enforced during activities within the classroom and beyond. The 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 pupils 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 of EVOLVE 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.

Inclusion

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

Pupil Voice

Pupil voice will be used to review and tailor our Me and My Body and My Community lessons.

Time Allocation

Learners will access a minimum of one hour My Community lessons per week and at least one hour Me and My Body lessons per week.

Policy Updates

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