

Bluebell Park

PSHE Policy: Personal, Social, Health and Economic (PSHE) education

Policy for PSHE including Personal, Social, Health and Economic education, also encompassing Relationship and Sex Education, Citizenship, Careers Education and Guidance/ Work related Learning and Enterprise Education.

Overview:

Bluebell Park is a 201 place school providing Early Years, Primary, Secondary and Post 16 educational provision for students with severe learning difficulties, ASC, profound and multiple learning difficulties, sensory and complex needs. All pupils who attend have an Education, Health and Care Plan.

At Bluebell Park School we recognise and value all pupils should have access to a broad and balanced curriculum (Department for Education, 2015, 94). The following document outlines how we at Bluebell Park provide this for all of our pupils through the teaching of PSHE.

Introduction:

This policy has been informed and developed from the Guidance for the delivery of Personal, Social, Health and Economic education from the PSHE Association 2019, Department for Education, Department for Health, Department for Education and Employment (DfEE) and Department for children, schools and families.

PSHE education is an essential aspect of all pupils' education, PSHE is however a non-statutory subject. It therefore allows teachers the flexibility to deliver high-quality tailored PSHE programs of study. PSHE can encompass a variety of areas of study and teachers are best placed to understand the individual needs of their pupils.

While the DfE believe that it is for schools to tailor their local PSHE program's to reflect the needs of their pupils, the DfE does expect schools to use their PSHE education programs to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE education covers core knowledge relating to issues such as relationships and sex education (SRE), personal health, careers, financial education and the importance of physical activity and diet for a healthy lifestyle. These topics are taught in a way which is appropriate to individual pupils, their age and maturity.

As of September 2020 the Government has committed to making the health education and relationships education (primary) and relationships and sex education (secondary) aspects of PSHE compulsory. PSHE aims to promote and develop key skills and attributes such as resilience, self-esteem, risk-management, teamwork and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Policy Formation

This revised policy for PHSE was approved by the Governing Body of Bluebell Park School on;

PSHE

PSHE education 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. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to explore, 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, develop the essential skills for future employability and better enjoy and manage their lives.

Bluebell Park School PSHE Curriculum plans to:

- Address the needs and priorities of pupils;
 - Develop mental and physical wellbeing and promote confidence
 - Develop spiritual, moral, social and cultural understanding
 - Enable our pupils to make the most of their abilities and to play an active and informed role within society
 - Develop healthy and safe lifestyles and to become responsible citizens, who recognise good relationships and respect others
 - Prepare pupils for the opportunities, responsibilities and experiences of life
- Relate to initiatives and targets, such as those relating to oral hygiene
- Link relevant work in a range of curricula and extra-curricular areas

The PSHE programme – Foundation Stages

The PSHE curriculum will be developed in accordance with National guidance.

Where appropriate, additional quality assured support will be utilised to enhance the delivery of certain aspects of the programme (such as health promotion, school nursing service, education consultants, school counsellor, SEAL trained mentor, Theatre in Education companies and sports coaches).

In the Early Years Foundation Stage (EYFS) of Bluebell Park the curriculum focuses on seven areas of learning and development. All areas of learning and development are important and inter-connected, however three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are:

1. Communication and language
2. Physical development
3. Personal, social and emotional development

Bluebell Park also supports children in an additional four specific areas, these are:

4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

In Bluebell Park we strive to offer as many learning opportunities as possible and PSHE plays a big role in the EYFS classes. Teachers and staff continually work with pupils to help support personal, social and emotional understanding and development. We continually encourage pupils to be understanding of the people and world around them showing compassion, respect and building on equality and diversity. We also work on recognising own safety and managing risks.

The PSHE Association have defined three core themes within PSHE at key stages 1-4.

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

The PSHE programme – Key Stages 1-2

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils’ increasing independence and physical and social awareness as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety. PSHE education helps pupils to cope with the changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Living in the Wider World

CORE THEME 1: PHYSICAL HEALTH AND MENTAL WELLBEING

This core theme focuses on:

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

CORE THEME 2: RELATIONSHIP EDUCATION

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships

**CORE THEME 3: LIVING IN THE WIDER WORLD
(ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)**

This core theme focuses on:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect diversity and equality and how to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. the part that money plays in people’s lives

The PSHE programme – Key Stages 3-4

At Key Stage 3, pupils build on the skills, attitudes, values, knowledge and understanding they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the skills which will equip them for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of the Internet, peers and the media. PSHE education allows them to be more confident in addressing the challenges of effective learning and making an active contribution to society.

At Key Stage 4, pupils extend their skills, to further explore attitudes and values, and develop their knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

In Bluebell Park school the teaching staff should not feel constrained by the Key Stage 3/4 focuses shown below and should adapt their planning to reflect their pupils' individual needs.

CORE THEME 1: PHYSICAL HEALTH AND MENTAL WELLBEING

This core theme focuses on:

1. how to manage transition
2. how to maintain physical, mental and emotional health and wellbeing;
3. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health*
4. about parenthood and the consequences of teenage pregnancy*
5. how to assess and manage risks to health; and to keep themselves and others safe
6. how to identify and access help, advice and support
7. how to respond in an emergency, including administering first aid
8. the role and influence of the media on lifestyle

CORE THEME 2: RELATIONSHIPS AND SEX EDUCATION

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters
4. about the concept of consent in a variety of contexts (including in sexual relationships)
5. about managing loss including bereavement, separation and divorce
6. to respect equality and be a productive member of a diverse community
7. how to identify and access appropriate advice and support

CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

This core theme focuses on:

1. about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. about the economic and business environment
5. how personal financial choices can affect oneself and others and about rights and responsibilities as consumers

The PSHE programme – Key Stages 5

Throughout this programme of study from key stages 1 to 5, there is a balance between preparing children and young people to manage their lives now and laying the foundations that will prepare them for their future. As pupils move through the key stages the core focuses gradually shift, to encompass a greater variety of learning opportunities and explore more opportunities to develop their independence.

In key stage 5 it is important to revisit and reinforce earlier learning through learning that ‘connects’ it to contexts that are relevant to this age group. For example, recognising the language, skills and strategies for managing ‘bullying behaviour’ could be explored through their personal relationships; ‘on-line safety’ as part of protecting their on-line presence, personal reputation or avoiding identify theft and ‘personal safety’ through socialising in new locations.

PSHE education at this stage can provide opportunities to ensure that young people have a real chance to build skills, language and strategies in real life environments and extend their knowledge and understanding they have been developing throughout their PSHE education, ready for the next stage in their education.

CORE THEME 1: HEALTH AND WELLBEING

This core theme focuses on:

1. how to manage transition to increasingly independent living
2. how to maintain physical, mental and emotional health and wellbeing
3. how to assess and manage risks to their own and others’ health and safety
4. how to identify and access help, advice and support including in new settings and situations
5. how to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; mental and emotional health and wellbeing; and sexual health
6. how to respond in an emergency including administering first aid
7. the influence of the media on lifestyle

CORE THEME 2: RELATIONSHIPS

This core theme focuses on:

1. how to develop and maintain a variety of healthy relationships within a range of social/cultural/educational and employment contexts and to develop
 1. parenting skills
2. how to recognise and manage emotions within a range of relationships
3. how to manage risky or unhealthy/negative relationships, including all forms of harassment and abuse (including on-line)
4. the concept of consent in a variety of contexts
5. respecting equality and being a productive member of a diverse community
6. how to identify and access appropriate advice and support in new locations or communities

CORE THEME 3: LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING, CAREERS AND THE WORLD OF WORK)

This core theme focuses on:

1. rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. how to make informed choices and be enterprising and ambitious in life, education and work
3. how to develop employability, team working and leadership skills and develop flexibility and resilience
4. the economic and business environment
5. how personal financial choices can affect oneself and others, student finance, budgeting on a salary and about rights and responsibilities as consumers
6. how to live safely in an ‘on-line’ and ‘connected’ world

The PSHE programme – Post 16

Within the Post 16 environment there are numerous opportunities to cross-curriculum PSHE education in a real life context e.g.

<ul style="list-style-type: none">▪ Transport Training▪ Duke of Edinburgh▪ ASDAN T.I based subjects▪ ASDAN Personal and Social Development	<ul style="list-style-type: none">▪ Functional Skills▪ Life Skills sessions▪ Child Care▪ Relationship and Sex Education
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In addition to this whilst at Bluebell Park School all pupils are encouraged to develop their understanding of spiritual, moral, social and cultural needs. We teach fundamental British values, this includes; pupil's knowledge and understanding of maintaining a healthy lifestyle, coping with changing relationships and understanding their own opinions and attitudes when making decisions.

Teaching and learning styles

Within each class PHSE will differ in accordance with the Individual Educational Plans, and in accordance with each learner's ability level and level of emotional understanding. Within the SLD environment it can be challenging to deliver a standalone session to all learners therefore PHSE is often taught within the wider 'discreet curriculum' e.g.

- **English:** skills in enquiry and communication, stories that illustrate aspects of personal and social development.
- **Mathematics:** aspects of financial capability, counting and sharing.
- **Science:** (including medicines), sex, health, safety and the environment.
- **Design & Technology:** health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- **ICT:** communicating with others via e-mail, e-safety, cyber bullying, finding information on the internet and checking its relevance.
- **History:** use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- **Geography:** topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- **Art and Design:** reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- **Music:** making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- **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.
- **ASDAN T.I, PSD and Personal Progress:** The ASDAN/PP curriculum addresses a number of PSD and PSHE education issues; these will be supported through discrete lessons as pupils work towards qualifications in these areas, following specific units of work.

As PSHE is a non-statutory subject, it therefore allows teachers the flexibility to deliver high-quality PSHE sessions that encompass many areas of study. Teachers are best placed to understand the individual needs of their learners. However, while the DfE believe that it is for schools to tailor their local PSHE program's to reflect the needs of their pupils, the DfE does expect schools to use their PSHE education programs to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. PSHE education covers core knowledge relating to issues such as online and offline safety, relationships, health and

careers, and taught in a way which is appropriate to the age and maturity of pupils. The subject is tied together by the development of the key skills and attributes (often termed 'character') which pupils need to thrive both in their childhood and throughout their adult lives. These key skills and characteristics – such as self-management, empathy, critical thinking, communication, resilience, teamwork and negotiation – are crucial to pupils' life chances.

Drug Education

“The aim of drug education is to provide opportunities for pupils to develop their knowledge, skills, attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle, relating this to their own and others' actions.” (DfES, 2004 in 'Drugs: Guidance for Schools', p18)

Aims and objectives of drugs education in Bluebell Park:

- Pupils will receive good quality drug education according to their differing needs and abilities
- Develop all pupils' knowledge about drugs as medicines and drugs as illegal substances. Providing our pupils with knowledge and information about legal and illegal substances (drugs) and the harmful effects they can have on people's lives.
- To enable our pupils to discuss moral questions related to drug taking and so provide a safe environment for young people to share their thoughts and ideas.
- To recognise and understand what drugs are and how to use them appropriately
- To help pupils respect their own bodies and making positive choices and develop pupils' self-esteem and self-awareness;
- Enable pupils to challenge stereotypes and explore media and social influences
- Explore the risks and consequences of their own and others' actions relating to drugs; and be relevant to the needs of pupils and the school community.
- To encourage the pupils to become more self-confident so that they are able to make sensible and informed choices about their lives.
- Be supported by a whole school approach that includes the schools values and ethos, staff training and the involvement of pupils, staff, parents/carers, governors and the wider community.

OFSTED states that all schools should be promoting pupils' spiritual, moral, social and cultural development and suitably preparing pupils for life. Effective drug education provides a range of opportunities for young people to develop their resilience and confidence.

Practice and implementation of drug education:

Alcohol and drug education is a statutory part of the science curriculum for schools in England, and this can be built on through the PSHE and Citizenship curriculum.

- By building pupils' resilience, values and skills around alcohol and drugs, teachers help young people to develop the life skills to enter adulthood healthy and avoiding harms.
- Staff will ensure that pupils are taught about drugs in a consistent manner following guidelines that have been agreed by the LEA, parents, governors and staff. Providing accurate information and correcting misunderstandings.
- Ensure all staff recognise the importance of the schools pastoral role in the welfare of young people and follow the schools Child Protection and Safeguarding Policy

Drug Education Curriculum Delivery

Drug education is delivered using a broad variety of teaching and learning strategies. Where sensitive issues are being discussed, staff and pupils will work within clearly understood and applied ground-rules. The ground rules are negotiated with the pupils prior to embarking on the drugs education programme.

The list below illustrates how lessons are and should be planned to meet the needs of the pupils

- Lesson planning differentiated to suit the need of the class and individual
- Lesson aims clarified
- Learning experiences meet the needs of all pupils within the group
- Use of pupil own experiences/ knowledge
- Ensuring a range of opportunities for pupils to learn, practice and improve skills, attitude and knowledge
- Pupils given opportunity to record their development and to reflect on their personal progress. Where appropriate all pupils are encouraged to take part in self assessment.
- The classroom environment is made a safe environment for all pupils

Relationship and Sex Education in PSHE

Effective Sex and Relationship Education is essential if children and young people are to make responsible and well informed decisions about their lives. Relationship and Sex Education should help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help children and young people to respect themselves and others and move with confidence through adolescence into adulthood.

In Bluebell Park all pupils will be offered the opportunity to receive a comprehensive, well planned programme of study. Relationship Education has been put in place at KS1 & KS2 to increase pupils understanding of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

At KS3 & KS4 teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex (*Parents/Guardians have the right to withdraw*).

We understand that mental wellbeing is a central part of Relationship Education and RSE and at Bluebell Park we are committed ensuring that the education provided to pupils in is appropriate to the age of pupils, their individual ability, understanding and religious background. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

In Bluebell Park we recognise that maturity may not correspond to chronological age and this will be taken into consideration prior to conducting RSE with individuals.

Sex and Relationship Education has three main elements in Bluebell Park:

Attitudes and Values

- Learning the importance of values and individual conscience and moral considerations.
- Learning the value of family life, marriage and stable and loving relationships for the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision making

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of the choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Knowledge and Understanding

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality

Aims and Objectives of SRE

- To prepare pupils for the responsibility and experiences of adult life
- To teach RSE within the context of family life and moral values and in such a way that it will be complementary and supportive to the role of parental duty
- To ensure that parents/carers have the right to withdraw children from some aspects of relationship and sex education, except those topics which are specified in the National Curriculum Science and are required by law to be taught to all children.
- To answer questions as they arise honestly, using the correct body names and terminology and encourage children to do the same.
- To liaise with nursing staff, parents/carers, outside agencies and the wider community
- To keep up to date with professional development in this area

The Department for Education requires all schools to have an up to date policy that is made available for inspection to anyone who asks for it. The policy should:-

- Define Relationship Education
- Define Relationship and Sex Education
- Set out the subject content, how it is taught and who is responsible for teaching it
- Describe how the subject is monitored and evaluated.
- Include information to clarify why parents do not have a right to withdraw their child (KS1 & KS2)
- Include information about a parent's right to request that their child be excused from sex education within RSE only (KS3 & KS4)

The Government Strategy "**Every Child Matters,**" emphasised the importance of giving "A high priority to PSHE in schools, with support from local authorities to develop comprehensive programmes of sex and relationships (SRE) in all schools" (H.M Treasury 2003).

Reduction of teenage pregnancy and sexually transmitted infections remains high on the government agenda and it is recognised that effective RSE education in both primary and secondary schools empowers children and young people to make informed choices.

Parents play an important role in the RSE of their children and the school is committed to working in partnership with them.

Sex and Relationship Education contributes to the requirement of the 1988 Education Act that states that the school curriculum should '*promote the spiritual, moral and cultural, mental and physical developments of pupils at school and of society and prepares such pupils for the opportunities, responsibilities and experiences of adult life*'. National Curriculum 2000 expects the curriculum to: *enable pupils to respond positively to opportunities, challenges and*

responsibilities, to manage risk and to cope with change and adversity. It should prepare pupils for the next steps in their education ...and equip them to make informal choices at school and throughout their lives....

The policy provides a framework for teachers to teach a programme of relationship and sex education and to enable them to support the pastoral and welfare needs of all pupils.

The aims of the RSE policy are to determine the content and manner in which the relationship and sex programme is taught in school and to ensure that each pupil will develop understanding through accurate, non-biased information. This will enable them to make decisions about their own sexual health and to be sensitive and tolerant to the decisions and choices others.

The programme is developed according to the age, ability and maturity of the pupils and will provide a foundation for their future learning.

The Sexual Offences Act 2003

The legal age of consent to have sex is still 16 both for heterosexual and homosexual sex. The aim of the law is to protect the rights and interests of young people, and make it easier to prosecute people who pressure or force others into having sex they don't want. For the purpose of under 13 offences, whether the child consented to sexual activity is irrelevant. **A child under 13 does not, under any circumstances, have the legal capacity to consent to any form of sexual activity.**

Morals and Values Framework

The teaching of relationship and sex recognises that there is a range of values and morals held within the school community. The aim of RSE in Bluebell Park is to promote the ability of pupils to make informed decisions and to enable them to determine their own values within a moral framework. Therefore the programme will reflect the school ethos and demonstrate and encourage the following values:

- Respect for self and others
- Understanding and care for others
- The right to hold own views
- Tolerance of difference and diversity
- To be prepared for puberty and understand the physical and emotional changes that occur
- Understand the importance of stable supportive relationships within families.

Organisation

The Relationship and Sex programme will:

- Provide learning opportunities that are relevant and appropriate to the age, maturity, and ability of the pupil
- Include the development of social skills
- Encourage pupils to explore different values and attitudes

The programme is based on the National Curriculum for Science, PSHE and Citizenship guidance and local guidelines from Healthy Schools.

Pupils will be taught about the importance of family life and mature loving relationships within the context of sexual health. They will be taught about avoiding sexually transmitted infections including HIV.

In KS4 pupils will be given the opportunity to discuss safe sex and contraception and the possible consequences of risk-taking behaviour.

The curriculum is developmental and is mostly taught as part of the PSHE programme. Some elements may be included in other subjects, for example, some of the relationship and sex programme form part of the National Curriculum for Science. RSE is also explored in Religious Education and through outside speakers and drama. Pupils who are identified as vulnerable are to be given extra support via Social and Emotional Aspects of Learning (SEAL) mentor, our identified school councillor and the designated mental health first aiders.

Handling Sensitive and Controversial Issues

Learning from real-life experience is central to PSHE and Citizenship. Sensitive and controversial issues are certain to arise. Pupils will not be sheltered from such issues: through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.

Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings and/ or deal with questions of values and belief.

RSE, drug education, religion or politics are likely to fall within this category amongst other issues.

In the teaching of controversial issues, there is always the risk of bias. Teachers will include in their provision activities that enable pupils to learn how to recognise bias, how to evaluate evidence put before them, how to look for different interpretations, views and sources of evidence and how to give reasons for what they say and do.

Teachers will seek to avoid bias by providing a balanced presentation or opposing views, taking account of the values in the school's mission statement.

Confidentiality – See Confidentiality Policy

All staff, pupils, parents and carer's will be made aware of the school's framework for confidentiality.

Key aspects include:

- Teachers and other school staff will not put pressure on the pupils to disclose personal information and will discourage fellow pupils from applying such pressure.
- Ground rules will be used in PSHE lessons.
- Boundaries for confidentiality will be set in lessons and in discussions with teachers and visitors to the school
- Situations when teachers will need to break confidentiality, such as those involving child protection issues
- In 1-1 situations, the limits as to the advice that teachers/ school staff can offer
- Please refer Bluebell Park's confidentiality policy for more information

Equal opportunities - See Equality Policy

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects (DfE, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019, p13)

In teaching Relationships Education and RSE, Bluebell Park will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. The education programme is an entitlement of all pupils (*however parental consent forms are sent prior to any Sex and Relationship Education being conducted*). The programme will reflect and include values held by a variety of religious and racial communities with

an emphasis on those held within the school. The class will be taught in mixed groups, although there should be opportunities for single gender work.

As all of our pupils have special needs they will be supported according to their stage of development, and learning difficulty but will not be excluded from RSE.

Child Protection

The school has a child protection and safeguarding policy which is available on the school website.

Answering pupil's questions

Pupil's questions will be answered, as in every lesson, in an honest and sensitive manner appropriate to the age and maturity of the child and in keeping with their religious and cultural background. Question boxes may be used in lessons to enable teachers to answer children's questions appropriately.

Procedures for the involvements of health professionals and visitors

In accordance with school policy, visitors will be invited into school in order to supplement or complement the programme.

Outside agencies may be used to complement the curriculum. All materials used will be viewed prior to the visit and a member of staff will remain in the class with the speaker. All outside agencies will be made aware of the school's RSE policy.

Complaints procedure – See Complaints Policy

Any complaints should be taken to the class teacher. If the teacher cannot resolve the situation, then the Head Teacher should be informed. There is a complaints procedure available on the school website.

Monitoring and evaluation

A copy of the policy will be given to the LEA Schools Sexual Health Advisor and the school governors. The policy should be updated regularly with consultation with teachers, teaching assistants, SLT, parents, and governors.

Parents, children and young people have been consulted during the development and their views have been taken into consideration in the formation of this policy

Careers Education and Guidance/ Work related Learning and Enterprise Education

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). (DfE, Careers guidance and inspiration in schools, 2017, p6)

At Bluebell Park we have interpreted the Gatsby Benchmark and recognise that every pupil, whatever their level or type of need should be given opportunities to fulfil their potential. Careers guidance for pupils with SEND should be based on the pupils' own aspirations, abilities and needs. Careers are taught as a discrete subject from KS3-Post 16 within the PSHE/WRL/Enterprise curriculum. Pupils identify their personal skills and qualities and begin to link these to job-specific skills. They look at the world of work within the local community and begin to use appropriate vocabulary to describe this. They recognise local retail outlets and the services they provide. They begin to

understand the necessity for health and safety within the workplace and are encouraged to learn relevant signage within their centre and further afield in the local community.

We understand that from January 2, 2018 the Baker Clause, inserted within the Technical and Further Education Act, came into enforcement meaning it is now statutory for all local authority-maintained schools and academies to allow education and training providers the opportunity to talk to pupils.

Every year Bluebell Park hosts a 'Look to the Future' event, all students from KS3 onwards are invited to attend this event and we also extend invitations to all parents/guardians of Post 16 pupils. This is an ideal opportunity for pupils and those who care for them to find out about different facilities and opportunities within the local area that offer post 19 provision. This is a tailor made day focused on the future needs of our pupils.

At KS4, pupils begin to explore future work-related opportunities. They take part in enterprise activities in which they plan, produce and sell items for profit (Christmas Fayer, Summer Fayer, JASS activities, Enterprise Showcase). They also participate in work related activities shadowing members of staff and helping within the Lower Department of the school.

In Post 16 all pupils are given the opportunity to experience a work placement (in the form of Coffee Shop, Horticulture and Work activities in the community). All pupils have opportunities to do horticultural work in the school grounds. Most students undertake some qualification in a work-related subject. These include both ASDAN T.I and ASDAN Personal and Social Development.

Careers Education and Guidance

CEG is underpinned by the school's policies for Teaching and Learning, Assessment, Recording and Reporting Achievement, PSHE, Enterprise and Work Related Learning, Equal Opportunities, Health and Safety, and Special Needs and is an important part of our students' entitlement. Since 2004, CEG has been a statutory element of KS4 and is defined as:

- "Planned activity designed to use the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices and learning the skills for work" *14-19 Work Related Learning "Building on the Best" Final Report and Implementation Plan DCFS 2007*

At Bluebell Park we believe all students should be offered opportunities to learn *through work, about work and for work*, allowing them to use and develop their skills, discover their strengths and identify areas of personal development to be worked on. These experiences will help prepare them as fully as possible for the transition from school to life after school. We recognise that a combination of opportunities and experiences are necessary to deliver the statutory requirement.

Key objectives to be developed and achieved:

- To enable pupils to apply the skills learned in the classroom in a real-life work experience placement
- To further improve skills by making learning more relevant and practical
- To offer further opportunity to develop personal and social skills
- To develop an understanding of work and its related responsibilities
- To broaden awareness of the world of work
- To introduce pupils to the knowledge and skills of particular occupational areas
- To help pupils to make the transition from school

Learning through the experience of work

- Through work experience programmes including workplace visits and work experience offered to students within school.
- Through opportunities in Enterprise events.

- Through an inclusion programme via ASDAN qualifications, college links, international exchange programmes and visits to Knowsley post school provision and local business/workplaces.

Learning about work and working practices

- Through Careers Education and Work Related learning Curriculum, Enterprise and Personal Action Planning.
- Through lessons that focus on topics and skills relevant to successful economic well being e.g. finance, roles in the community, SEAL, Health and Safety in the Workplace.
- Through inclusion programmes e.g. differentiated programmes for students who are not able to access PHSE input due to their needs or college attendance
- Through the curriculum where a range of issues involving health and safety, economic and business issues, environment and moral and social education are studied. These give insight into and a more practical understanding of work and work issues
- Through off time-table events and challenges, e.g. mini enterprise, enterprise events, sports weeks etc.
- Through health and safety courses and materials and a planned programme of education in DT, Horticulture, Food Technology and Road Safety Awareness etc.

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