

Bluebell Park

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

Overview:

Bluebell Park is a 206 place school providing Early Years, Primary, Secondary and Post 16 educational provision for students with special educational needs and difficulties, ASC, profound and multiple learning difficulties, sensory and complex needs. All pupils who attend have an Education, Health and Care Plan.

Introduction:

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 self-awareness, self-care, support and Safety, managing feeling, changing and growing, healthy lifestyles, and the world I live in.

As of September 2020 all schools are required to teach the majority of PSHE education. This includes Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3 and 4, and Health Education in both primary and secondary.

PSHE

PSHE education is a planned, developmental programme of learning through which children 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.

At Bluebell Park we want our pupils to have high aspirations and believe in themselves. A critical component of PSHE education is providing opportunities for children and young people to explore reflect 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;

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.) Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
3. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
4. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
5. The World I Live In (Living confidently in the wider world)

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, ELSA 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.

PSHE Association Programme of Study Key stages 1 & 2		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2	
Core theme 1: Healthy and Wellbeing	Healthy Lifestyles (physical wellbeing)	Strands	Healthy Lifestyles
	Mental health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing; Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol and tobacco		Healthy Lifestyles
Core theme 2: Relationships	Families and close positive relationships	Strands	Self-Awareness; Changing and Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful behaviour and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
Core theme 3: Living in the wider world	Shared responsibilities	Strands	The world I live in
	Communities		The world I live in
	Media literacy and digital resilience		The World I Live In; Self-care, Support and Safety
	Economic wellbeing: Money		The world I live in
	Economic wellbeing: Aspirations, work and career		The World I Live In; Self-Awareness

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 transitions, 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.

PSHE Association Programme of Study Key stages 3 & 4		PSHE education Planning Framework for Pupils with SEND Key stages 3 and 4	
Core theme 1: Healthy and Wellbeing	Self-concept	Strands	Self-Care, Support and Safety
	Mental health and emotional wellbeing		Managing Feelings
	Healthy Lifestyles		Healthy Lifestyles; Self-Care, Support and Safety
	Health-related decisions		Healthy Lifestyles
	Drugs, alcohol and tobacco		Healthy Lifestyles; Self-Care, Support and Safety
	Managing risk and personal safety		Self-Care, Support and Safety
	Puberty and sexual health		Changing and Growing
	Sexual health and identify		Changing and Growing
Core theme 2: Relationships	Positive relationships	Strands	Changing and Growing
	Relationship Values		Changing and Growing
	Forming and maintaining respectful relationships		Managing Feelings
	Consent		Self-Care, support and Safety; Managing Feelings; Changing and Growing
	Contraception and parenthood		Changing and Growing
	Bullying, abuse and discrimination		Changing and Growing
	Social influences		Self-Awareness; The World I Live In
Core theme 3: Living in the wider world	Learning skills	Strands	Self-Awareness
	Choices and pathways		Self-Awareness
	Work and career		Self-Awareness
	Employment rights and responsibilities		Self-Awareness
	Financial choices		Self-Awareness
	Media literacy and digital resilience		Self-Care, Support and Safety; Healthy Lifestyles; The World I Live In

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.

- Transport Training
- Duke of Edinburgh
- ASDAN T.I/PP based subjects
- ASDAN Personal and Social Development
- Functional Skills
- Life Skills sessions
- Child Care
- Relationship and Sex Education

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, Educational, Health & Care 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.

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.

RSE – See Relationship and Sex Education Policy

Careers Education and Guidance – See Policy

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)

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

Child Protection

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

Answering pupil's questions

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

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.