

Personal, Social, Health and Economic Education

Version:	3.0
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Date version issued:	July 2022
Review date:	July 2024
Target audience:	ALL ACADEMY STAFF MEMBERS

Introduction

At Tees Valley Education Trust, all curriculum policies are developed in close communication with academy and trust stakeholders and support the overall trust policies. All policies are shared between academies to ensure cohesion and continuity while allowing each individual academy to personalise these in order to best support the unique learning journey of their pupils.

The following policy has been written to support the ethos, vision and values of both Discovery Special Academy and Tees Valley Education Trust. As a special school, the policy reflects the unique character of the academy and needs of the pupils while continuing to uphold the overall identity of the Trust.

Discovery Special Academy is committed to the safeguarding of all of its community. Personal, social, health and economic education is a useful way of teaching young people about safeguarding issues and is managed by our Personal, Social, Health, Economic and Relationships Education coordinator (PSHERE). This area of the curriculum may also give a child or young person an opportunity or confidence to tell an adult about something that may be concerning them. In the event this occurs, the academy safeguarding policy must be adhered to.

Aims

The overall aims of Discovery Special Academy, are to motivate, educate, celebrate, innovate and clarify the importance given to the personal and social development of each individual. We aim to:

- promote a caring and happy environment in which all pupils can thrive;
- assist pupils to develop maturity, independence, self-confidence and self-esteem;
- assist them to lead a life as independently as possible, to integrate socially and to leave the primary phase prepared for secondary; and
- provide a learning environment which promotes moral and spiritual development, embraces equality of opportunity and challenges pupils to be actively involved in their own learning.

The provision of personal, social, health and economic education within the academy contributes significantly to the achievement of these aims.

Objectives

- To develop good relationships in all aspects of life, including at academy, in the classroom and on the playground and to promote a positive academy ethos.
- To develop self-esteem in the whole community.
- To promote life-skills and knowledge.
- To develop independence.
- To develop an atmosphere for learning.
- To develop and encourage links with parents and the community.
- To provide opportunities for pupils to make choices and decisions.
- To provide opportunities for pupils to take responsibility for their own actions.
- To give pupils the opportunity to plan and to use their own initiative.
- To foster positive attitudes in the pupils' perceptions of themselves and others.

Roles and responsibilities

The co-ordinator has the following responsibilities:

- To lead the review of the policy;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To lead on the evaluation of the policy and programme;
- To ensure that staff have the necessary skills, confidence, knowledge, and resources to deliver effective curriculum content.

Trustees have the following responsibilities:

- To ensure that an up-to-date policy is in place and is made available to parents and for inspection;
- To ensure that the policy and curriculum are in line with the non - statutory guidance in the National Curriculum 2014 and 2020 guidance on PSHE, RSE and mental health and wellbeing;
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support this curriculum, is doing so in line with the school's policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes; and
- Communicating with parents when appropriate/necessary.

Working with parents/carers

We recognise that parents/carers are key partners in our delivery of a comprehensive PSHERE programme for pupils at the school. The PSHERE we deliver is designed to support the important role of parents in this area. If parents/carers have concerns about any of the content to be covered, we ask that these are addressed to the headteacher.

The curriculum

Provision

The main aims are to ensure effective delivery of the curriculum and to ensure that the curriculum contributes significantly to the standards set for schools spiritual, moral, social and cultural (SMSC) provision as outlined in section 78 of the Education Act 2002 **(at a level appropriate to each child)** including:

- enabling pupils to develop their self-knowledge, self-esteem and self-confidence;
- enabling pupils to distinguish right from wrong and to respect the civil and criminal law;
- encouraging pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- ensuring principles are promoted which provide pupils with a broad general knowledge of public institutions and services in England;
- assisting pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions; and
- encouraging pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

The curriculum programme is divided into specific key areas for each half-term but does allow for whole academy theme days and events to promote specific areas as well as including a wide range of cross-curricular activities such as science, PE/PD, mental health, and wellbeing. It also has close links to Religious Education where pupils' social, moral, and spiritual welfare is explored.

It forms an important part of pupils' development and the link with parents, carers and home is very important. Parents will be kept informed of their children's programmes through Annual Reviews and parent consultation evenings.

Delivery

A variety of teaching methods and learning approaches are employed to enable individuals to benefit from their programmes. All activities are tailored to meet the needs of individuals and groups with varying abilities. Teaching methods and learning approaches include delivery through discrete PSHERE lessons as well as being part of everyday classroom practice and may include:

- circle time;
- working with others;
- discussion;
- reflection;
- role-play;
- making choices and decisions (through the use of symbol exchange, Makaton and other communication aids)
- developing personal autonomy; and
- developing independence.

Delivery also takes place through the academy council and social situations such as lunchtime, extra-curricular activities and out of academy visits. Friendship groups are also established, targeting groups of children where ideas can be explored to understand the social rules of society.

We recognise the importance of self-help and independent living skills to our pupils. Many of the pupils need extra time to learn and practise skills such as dressing and undressing, feeding, drinking and toileting. Opportunities for teaching and practising these skills in context present themselves throughout the academy day, for example physical education lessons, swimming sessions and lunchtimes.

Developing self-esteem and self-confidence is of the utmost importance to all pupils and this is promoted in the core ethos of the academy every day. The academy works with both the Trust commissioned Educational Psychologist and counsellor to deliver group and personalised programmes to develop resilience, good mental health and self - esteem.

Central to the whole curriculum is an ethos in which pupils are allowed the space to grow and develop their own independence, have the confidence to make choices and are encouraged to take risks. Risk taking and the development of resilience are recognised as being paramount to success. In classrooms, pupils need to feel confident to participate even if they are not always getting things right. Pupils learn most when they are motivated and when they are in an environment where they feel safe to take risks.

We are a learning community and when things go wrong, this is celebrated as a learning opportunity and used to move forward in the pupils' educational journey. This ethos is reflected in the words of Samuel Smiles, 'He who never made a mistake, never made a discovery.'

Spiritual, moral, social and cultural (SMSC)

Through the delivery of PSHE and RSE and throughout the curriculum, SMSC is provided in all formal and informal settings and permeates every aspect of the academy's work. It is embedded in the culture of the academy, modelled by staff and pupils throughout the day, taught formally in personal, social and health education, relationships education and religious education lessons and recognised and celebrated alongside academic achievement. Through this, British values are also promoted. The following further outlines the vision and values for promoting SMSC at Discovery:

Self-knowledge: an awareness of oneself in terms of thoughts, feelings, emotions, responsibilities and experiences; a growing understanding and acceptance of individual identity; an ability to build up relationships with others. Some pupils will need to be helped to understand who they are and how they are separate from other people. Pupils will be helped to understand what they are good at, through praise, reward and celebration. For many pupils, the curriculum will focus on aspects of self-knowledge: from the very practical aspects of *who am I?* to more fundamental questions of *what am I good at? what do I still need help with?* and *how can I move forward?*

A key area of our work is the development of positive relationships. Although most SEND pupils can make positive relationships with the adults who reach out to them and empathise with them, they often find it harder to develop friendships with peers. Therefore, in order to help pupils to develop the confidence and skills needed to form positive relationships, members of staff model key behaviours throughout school life. These skills are also supported through group resilience sessions, social skills activities and promoted on the playground. Through these supported activities, pupils are given strategies to develop relationships with their peers.

Feelings and emotions: the sense of being moved by beauty or kindness; hurt by injustice or aggression; a growing awareness of when it is important to control emotions and feelings, and how to learn to use such feelings as a source of growth. The academy uses specialist resources to help pupils understand their feelings and emotions. Pupils are helped to express feelings and emotions through a range of activities. The use of a nurturing approach as well as music and rebound therapy supports individual pupils to express, understand and manage their emotions.

Teachers and assistants receive specialist training in supporting pupils who have complex emotional needs linked to their medical diagnoses. Pupils are supported through positive, caring relationships underpinned by a desire to promote independence.

Further skills that help pupils at the academy to become team workers, reflective learners and independent enquirers are embedded in all subjects taught at the academy. Developing these skills helps pupils with learning difficulties to work with others, improve their own learning and performance, and solve problems.

Respect and tolerance: this is the understanding that everyone is different and holds their own beliefs and values. If these beliefs and values do not directly harm or intentionally hurt others then they should be equally valued. Activities allow pupils to respect one another and to learn to support each other. This allows pupils to begin to understand how we can live in harmony together, respecting one another's cultures and traditions.

As part of this area of the curriculum, for pupils who are developmentally able to understand and respond, there will be a focus on keeping safe that will include:

- substance education;
- relationships and sex education;
- e-safety; and

- community safety.

The academy has a junior leadership team, allowing pupils to be included in the direction and development of the school's environment and enrichment activities. Pupils attend regular meetings with a lead member of staff where they discuss any relevant issues and areas that they would like to be developed in the school. Pupils work together to put ideas into practice supporting fund raising within the academy and for external charities making close links with local communities to support and help those around them. In this way, important, fundamental British values can be taught in a real-life context.

RE also teaches children about world views and faiths of others and about the concepts of understanding and tolerance (see RE policy for more details). Each topic incorporates links to RE, British values and SMSC principles. These are written into the thematic overviews for each key stage (and have been outlined above).

British Values

Ofsted outline fundamental British Values:

- Democracy
- Individual Liberty
- The Rule of Law
- Mutual Respect
- Tolerance and respect of individuals and diversity

These areas form part of the everyday ethos and values at the academy as outlined below.

Democracy – We make decisions together and have our own opinions. We work together to make choices and influence change. When we are ready, we learn about democracy in our society and hold elections for our pupil council.

Individual Liberty – We can make our own choices and are encouraged to do this in a variety of ways (including symbol exchange). We understand that we are all allowed to make choices as long as they don't harm or hurt others. We learn to understand there are consequences to our actions.

The Rule of Law – We have academy Steps to Success that help us to make the right choices. When we are ready, we learn that this helps us in our journey to becoming independent adults and about the rules of our country.

Mutual Respect – We work together to help each other and learn about relationships. We value each other.

Tolerance and respect of individuals and diversity – We learn about the beliefs and traditions of other people. We know that we are all different and value this. We also understand that we do not act in way that hurts or harms other people.

At Discovery Special Academy we also value the importance of taking care of our environment and this is reflected in the academy design and the spaces that are created within this. We learn about ways we can help to look after our environment and about the natural world around us.

We value the links we can make with the community. You can see the work we have done with the local community displayed in and around our academy. This supports British Values and teaches us the importance of helping others.

Resources

The coordinator is responsible for ordering resources, in consultation with other academy staff.

The coordinator will inform staff of new resources that have been purchased and offer advice on their appropriate use. The coordinator will also monitor and evaluate the use of resources within the academy. Resources are kept both within individual classrooms and in the resource boxes.

Assessment, recording and reporting

Assessment of attainment levels within the programme can be difficult.

However a range of methods, including class learning journals, have been produced to record pupils' responses and development within each area, over each half term. Photographs and pupil statements will reinforce these where possible. As part of the child's annual report the activities covered, and progress made is reported to parents. The academy uses milestones to assess progress in this area focused on the development of key skills in PSHERE. MAPP is used to assess children in EYFS and on the informal pathway with specific outcomes related to personal development. MAPP is also used to track pupils in personal development if this is identified as a specific area of need for an individual pupil on any pathway.

Monitoring and evaluation

The coordinator is responsible for monitoring the programme and its delivery using appropriate resources and a variety of teaching and learning styles. The coordinator monitors planning and carries out observations of teaching, evaluating the outcomes of the curriculum. The senior leadership team has an overview of this process.

Staff development

The coordinator, along with the senior leadership team, will identify staff development needs and arrange whole academy and individual staff training opportunities as required. The outcomes of training are disseminated during staff meetings.

Additional information relevant to the PSHE curriculum

Therapeutic Provision

Central to the success of the curriculum is the integration of therapeutic approaches. While this has been discussed in each key stage within the curriculum document, there are approaches and pedagogies that will arch across the whole academy. These include:

- PECS – Picture Exchange Communication
- Makaton
- Alternative and Assistive Communication (AAC)
- Interactive Interaction
- Sensory diets and Sensory integration programs (working in partnership with Treetops OT)
- Sensory stories and multi-sensory approaches
- Visual supports (timetabling, schedules, key rings)
- Objects of reference
- Inclusive technology (switches, eye gaze)
- Fun with Food
- Proprioceptive massage
- TAC PAC
- SCERTS
- Madeline Portwood movement programmes/Jane Horwood Sensory Circuits

All therapies are considered an integral part of pupil's education and will be carefully planned using specialist knowledge in a transdisciplinary model. The multidisciplinary team works together to provide a holistic approach encouraging independence, opportunities for greater access to the curriculum and the development of children's physical and social wellbeing.

As the academy develops, it will also offer therapeutic enrichment activities including access to rebound therapy and light and sound therapy during holidays and at weekends. These enhanced therapies will be available to pupils and families who attend the academy in the first instance and then on a broader basis to others.

Curriculum enrichment

Curriculum enrichment and out of hours activities form a vital part of the academy. Pupils are offered a variety of after school clubs and experiences as well as 3 weeks of holiday activities over Easter (1 week) and the summer break (2 weeks).

We also endeavour to support families of EAL children to access all enrichment activities irrespective of ethnicity or gender.

Enrichment will initially include clubs and local and regional competitions in:

- sports including: boccia, archery, dance, athletics and football;
- life skills including: cookery and gardening;
- the arts including: steel drumming, performing arts, recorder, guitar and choir; and
- curriculum enrichment including: film club, chess, computing and reading.

By offering a variety of therapeutic and curriculum experiences, pupils' horizons will be broadened, impacting on their ability to access the wider curriculum. Enrichment also develops self-esteem, personal resilience and commitment to learning as well as cultural aspects of the curriculum. Taking part in competitive events allows pupils to experience success and challenge in a controlled and safe environment. Parents can celebrate the achievements of their children.

Trips and residential visits

Trips and visits form an essential part of the school curriculum. Pupils are offered a variety of trips and experiences linked both to topic work and as part of their social and emotional development. Some of these additional educational experiences may take place on the school site through specialist companies such as 'Zoo Lab' who bring a range of animals into the school for pupils to handle or visiting artists or drama groups who re-enact events from history.

From Y5, pupils in primary and secondary provision will be offered the opportunity to attend a residential visit at an outward-bound centre. This will be at a centre that is fully accessible and has staff who are able to support the pupil's needs.

Safeguarding children, confidentiality and child protection

All staff members at Discovery have a duty to safeguard the well-being of children.

At Discovery we recognise that the open discussion associated with PHSE/SRE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue. In these situations, the teacher will consult the academy's Designated Safeguarding Lead (DSL). DSL will then work in line with the relevant academy policies in terms of any further action that may be taken. This includes the mandatory reporting duty regarding Female Genital Mutilation (FGM). Staff should use

safeguarding procedures if they suspect a child is at risk and should personally report to the police cases where they discover an act of FGM appears to have been carried out. FGM is illegal under the FGM Act 2003 and is a form of child abuse. Under Section 5B of the 2003 Act (as inserted by Section 74 of the Serious Crime Act 2015) a mandatory reporting duty was introduced for Teachers to report 'known' cases of FGM from 31st October 2015 – please see the Safeguarding/Child Protection Policy for more information.

Where a staff member has to disclose information to another party, this will be done following discussion with the pupil if this is possible and appropriate. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

For more detailed information on the processes for child protection please consult the academy's Child Protection and Safeguarding policies which are available on the academy website.

Equal Opportunities

All children have equal access to the curriculum regardless of their gender, ethnicity or learning difficulty. This is monitored by analysing pupil performance throughout the school to ensure that there is no significant disparity between groups.

Links to other relevant policies

This policy links to the following academy policies:

- Equality
- Religious Education
- Relationships and Sex Education
- Safeguarding (including child protection)
- Curriculum policy and documents (includes health and physical education)
- Physical health and mental wellbeing
- EAL
- Anti-bullying
- Behaviour