Glyne Gap School

Curriculum Guideline 6 (CG6): Personal, Social and Health Education

Contents

Glyne Gap School 1

Curriculum Guideline 6 (CG6): Personal, Social and Health Education 1

1. Introduction 1

2. Aims of this Policy 2

3. Philosophy, Beliefs and Values 2

4. Curriculum Design and Delivery 3

a) Legislation 3

b) Design of the Glyne Gap Curriculum 3

c) Delivery of the PSHE Curriculum 4

d) Relationships and Sex Education (RSE) 5

e) On-line Safety 4

5. Tracking, monitoring and evaluating progress 7

6. Leadership of PSHE 7

7. Resources 7

8. Working with Families 8

9. References and Appendices 8

10. Next Steps 8

1. Introduction

For our pupils the teaching of Personal, Social and Health Education is key and, along with the development of Communication skills, forms the most important aspect of the school's work in our Essential Skills curriculum. Through the knowledge, skills and understanding taught in this area, we see our education as directly enabling pupils to become independent, autonomous and self-determining. The work that we do within PSHE is directly linked to Relationship and Sex Education (RSE). As a primary and secondary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. For our pupils the teaching of RSE is taught within the personal, social, health and

economic (PSHE) education curriculum. Biological aspects of RSE are taught discretely to pupils when it is appropriate.
For more information refer to the school's statutory policy for Relationships and Sex Education.
This policy should be read in conjunction with our 'SMSC and Developing the Whole Child', 'Supporting Positive Attitudes and Good Behaviour', 'Teaching and Learning' and 'Assessment, Recording and Reporting' policies.

2. Aims of this Policy

- To promote the school's commitment to learning in PSHE and RSE.
- To increase understanding of how to facilitate learning in PSHE and RSE within our context.
- To enable every pupil to reach their full potential as a learner as a means to building relationships, finding happiness and living fulfilled lives.

3. Philosophy, Beliefs and Values

Our school aims to…
"teach children the knowledge, skills and confidence that will enable them to lead as full, happy and independent a life as possible. Within the school and community it aims to provide a learning experience that is exciting, challenging and relevant."

We believe that in order to live independently, pupils need to acquire a wide variety of skills which fall under the umbrella of PSHE and therefore give this area a high priority within our curriculum.

The teaching and learning opportunities delivered through our PSHE curriculum strongly reflect the ethos of the school. The pupil is central to all our actions. They are to be treated with dignity and respect and valued as a person at all times. If we are truly to promote respect for the pupil, then we must foster and work at good relationships not only between staff and pupils, but also between all staff, between all pupils and with parents/carers and families. If pupils are to feel valued then there must be an all-pervading atmosphere of security and confidence where their achievements are recognised and celebrated. Pupils are encouraged to take responsibility for their behaviour and are supported to do so. We give attention to creating a school which is a safe place for learning in an atmosphere of fun and enjoyment.

Our aims for pupils are:

- to gain knowledge and understanding of themselves and others and to make the most of their own abilities
- to develop a positive self-image, high self-esteem , encouraging belief in their ability to succeed
- to develop and enjoy friendships and relationships with others and respect the differences between people
- to know the difference between right and wrong and to support their social, moral, spiritual and cultural development

- to develop effective communication strategies to express feelings and self-advocacy skills and have a 'voice'
- to develop independence and responsibility
- to develop the skills they need to keep themselves safe
- to understand and adopt healthy lifestyles
- to play an active role as members of their community
- to develop the skills of thinking, problem-solving, decision making, and working with others.

4. Curriculum Design and Delivery

a) Legislation

The Department of Education (DfE) published the framework for the National Curriculum in England for Key Stages 1-4 (updated 2nd December 2014) which is Statutory Guidance for all maintained schools under section 78 of the 2002 Education Act. The school curriculum comprises all learning and experiences that each school plans for its pupils, the National Curriculum forms part of the school curriculum. As an Academy Glyne Gap does not have a statutory duty to follow the National Curriculum but it is required to offer a broad and balanced curriculum in accordance with Section 1 of the 2010 Academies Act. PSHE is not a statutory subject.

The Department for Education has introduced statutory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. From September 2020 it became compulsory for all schools to teach Health Education. In teaching these we focuses on teaching the fundamental building blocks and characteristics of positive relationships.

b) Design of the Glyne Gap Curriculum

Since we believe that learning is key to enabling our pupils to live happy and fulfilled lives both now and in the future, we have designed the Glyne Gap Curriculum to be incisively relevant to the needs of pupils, to ensure an entitlement to curricular breadth and balance and to give our pupils opportunities to be as independent and autonomous as they can. It is split into 3 progressive 'chapters' or 'steps': The Nursery Curriculum, The School Curriculum, The Faculty Curriculum (more details are available in CG1 Teaching and Learning).

These are then further split into Tier 1 (Essential Skills for Learning and Life and Core Skills for Building Functionality) and Tier 2 (Breadth of Learning). As PSHE is such a crucial element of pupils' learning, it features in both tiers of our curriculum.

(i) Tier 1 – PSHE
(ii) Tier 2 – Personal Development including Relationships and Sex Education and On-line Safety

(i) Tier 1 – PSHE
This is divided into three areas:

- Personal Care – covering Eating and Drinking, Personal Presentation, Personal Hygiene, and Personal Safety;
- Personal Autonomy – covering Independence and Organisational Skills, Self-Advocacy, Community Learning, and Friendships, Relationships and Sex Education;
- Personal Learning – covering Thinking Skills and Problem Solving, and Self-Assessment.

(ii) Tier 2 – Personal Development
The Personal Development Medium Term Curriculum Planning blocks are based on 4 themes and activities which are re-visited throughout each phase, giving pupils the opportunity to build on prior knowledge. The 4 themes are Myself, Myself and Others, My Family and My Community. Some aspects of the Personal Development curriculum can be accredited through the PSHE Glyne Gap Assessments.

c) Delivery of the PSHE Curriculum

Tier 1 PSHE is an essential and intrinsic part of all daily activities and routines. It can be taught through other subjects or as a discrete subject. It is delivered individually, in class and integrated groups, in departments or in whole school activities and events. Tier 2 Personal Development is more likely to be taught discretely and is often linked to Tier 2 topics e.g.: Topic "Water" - PSHE aspect "Keeping Ourselves Clean" and "Water safety". In Key Stages 3, 4 &5, Personal Development is given discrete curriculum time.

Learning in PSHE is planned for and delivered through the following:
Supergoal – all pupils have a supergoal which is transformational and sets a direction of travel for pupil learning. Many of these supergoals target a key area of PSHE e.g. self-regulation, advocacy skills.

Termly Goals – all pupils will have at least one termly goal (and usually more) which focusses on their skills in PSHE.

Individual Education Plans (IEPs) – all pupils will have individual learning targets in their termly IEPs for both PSHE and Personal Development.

Individual Pupil Arrangements (IPAs) – some pupils may also have an individual pupil arrangement (IPA) as part of their IEP to ensure a consistent approach for a specific area or activity, for example, an eating programme, a consistent positive behaviour management plan, personal care or intimate care etc. (For more information see CG13 Health and Hygiene)

In addition pupils are encouraged to have a 'voice' and, where appropriate, participate in activities such as their own Annual Reviews, give feedback through questionnaires after whole school events, student council, school council, pupil satisfaction & attitudes survey as part of the school development plan consultations.

d) Relationships and Sex Education (RSE)

The school believes that it is vital for pupils to learn about relationships in order to lead happy and fulfilled lives and to keep themselves safe and therefore delivers Relationships and Sex Education (RSE) at an appropriate level to all pupils. As a primary and secondary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regards to guidance issued by the state as outline in section 403 of the Education Act 1996.

In order to develop pupils' understanding and skills around relationships, there is a strong emphasis on RSE, which features throughout the school within both the Tier 1 PSHE and Tier 2 Personal Development curriculum. The Tier 1 element falls under the Friendships, Relationships and Sex Education strand of the Personal Autonomy curriculum, which covers the vital skills involved in building successful relationships with others. For example pupils are taught to respond to others' interactions, greet people, play/work alongside others, understand their own and others' emotions, interact with others appropriately, show consideration of others' feelings, and think about how their behaviour may affect others. They are also taught how to keep themselves safe, for example understanding the term 'private', knowing who it is most appropriate to talk to about different things, and knowing how to keep themselves safe in the community and when using social media.

The RSE programme within the Tier 2 curriculum is delivered as part of the 4 themes and is progressive through Key Stages 1-4. The programme is underpinned through 3 skill areas:- permission, decision making and assertion. Pupils' understanding of puberty is covered through the Tier 2 curriculum and delivery of this should be organised with pupils grouped by developmental need and gender e.g. if a pupil is developmentally ready in the Juniors there should be a flexibility for them to join the Seniors RSE programme.

As a school, we do not teach 'sex education' as a matter of course to all pupils. Where it is felt that this is appropriate or a pupil needs input around this, a bespoke programme is provided (in consultation with parents) to ensure that pupils have the knowledge they need to keep themselves and others safe (e.g. consent, contraception, safe sex).

Giving a vocabulary and "permission" to talk about these matters can be empowering in enabling pupils to ask the questions and express the feelings they want to, which in turn help staff to respond more appropriately. Using clear unambiguous pictures, models, videos, symbols etc helps this process and can of course help in teaching about keeping safe e.g. good and bad touching. In this area, self-esteem and assertiveness skills become particularly important for our pupils, whose lives have often been predominantly dependent and lived in a culture of compliance.

It is important to remember that people who have built up trusting relationships with pupils and our young people are best placed to support all aspects of teaching. Staff confidence when teaching RSE is paramount when supporting pupils with the sensitive issues involved.

It is good practice that pupils with similar areas of need in terms of their maturity, readiness and similar levels of comprehension is key to the success of teaching this important area of learning, with opportunities for discrete single gender groups.

Families can sometimes find the area of RSE difficult and staff need to show sensitivity when working with families on this. Parents/carers should be informed if their child is about to start learning about a sensitive topic within this and vocabulary and teaching resources should be shared with them so a consistent approach is being used across all settings. While parents have a right to withdraw their child from this education, families should be encouraged to see how vital this education is for their child to lead a happy and fulfilled life.

For more information see C.G. 17 Relationship and Sex Education Policy.

e) On-Line Safety

As a society technology and social media is progressing at a rapid rate. These advancements provide exciting opportunities for our young people, but also without the appropriate guidance, support and teaching in place to safeguard, use of technology can put our young people at risk of serious harm.

We recognize that as a school many of our young people, due to their learning disability, will not be accessing these platforms independently and therefore are offered some protection from such risks. However, for those developing higher level Functional skills, these risks are amplified due to their level of understanding within the areas of Communication and Personal Development. As such we have created the Keeping Safe Online Curriculum to support students and families. The Keeping Safe Online Curriculum is based on materials and guidance from the National Online Safety forum and fulfils the statutory online safety safeguarding duties outlined in the Keeping Children Safe in Education (KCSIE) guidance (Sept 2022).

Pupils will begin accessing taught Online Safety as part of their tier 2 PSHE blocks in key stage 4 & 5 (seniors & faculty students). (Prior to this time, pupils use of technology will always be facilitated by others and therefore risks can be managed proportionately). Within the PSHE Curriculum blocks, one of the 10 areas of online safety at Glyne Gap will feature each term, with specific learning outcomes covered and key information for parents shared alongside. Online safety content is taught within the existing PSHE curriculum to ensure pupils have a wider understanding of the topic such as boyfriend/girlfriend relationships when discussing more complex challenges that can occur online.

For more information see:

C.G.8 Guidance for Teaching Core Skills for Functionality- Literacy, Numeracy and ICT and the Appendix 5 Keeping Safe On-line Curriculum Map, Assessment and User Agreement.

5. Tracking, monitoring and evaluating progress

Progress in PSHE, including RSE, is assessed and recorded through the evaluation of Termly Goals and IEPS, with evidence of that progress being recorded in pupils' ZigZag books / progress files.

In addition PSHE is looked at specifically during the Spring term Progress and Liaison Meeting for all pupils (Appendix 1). During this meeting judgements are made on each pupil's progress across PSHE and Personal Development, Attitudes, Behaviour and Welfare, which includes Behaviour, Feeling Safe, and development in SMSC. Where pupils are not making the progress we would expect, interventions are put in place e.g. individual planning meeting leading into an IPA, referral to external agencies etc.

Progress in PSHE, including RSE, is monitored by Heads of School through lesson observations, class file monitoring, triangulation of evidence at Annual Review, and Progress and Liaison meetings.

6. Leadership of PSHE

Curriculum/aspect leadership exists to impact on pupil learning through more effective teaching and this is the remit of both senior leaders and curriculum/aspect leaders. Within PSHE, Heads of School provide leadership to the Tier 1 strand of PSHE in conjunction with the Personal Development curriculum leader.

The Personal Development curriculum leader is expected to provide curriculum knowledge and knowledge of practice within the school, which is built up through monitoring of curriculum delivery throughout the school.

7. Resources

The greatest resource for delivering learning is our staff. We believe everyone is a teacher, regardless of our job title, and that learning in PSHE takes place throughout the school day and throughout the school.

In addition the school has a selection of additional staff resources to impact directly on learning in PSHE:

- A Specialist PE teacher working on a weekly basis with individual and groups of pupils across the school
- A specialist Mobility Coach working with individual older students
- Termly Nutrition clinics supported by the healthcare and complex medical needs lead.
- Individual support as requested from the Communication Team, who support pupils working in their home setting

Classes have their own resources for delivering PSHE and there is also a centrally stored bank of additional shared resources. Requests for additional resources should be made to the Bursar or the Personal Development curriculum leader.

8. Working with Families

The school believes that the most effective learning takes place when school and home work together. One of the ways this is done is through the negotiation of Termly Goals. As PSHE is such an essential area of learning for our pupils, it will always feature in the Termly Goals and therefore input from parents/carers is greatly valued. A pupil's Supergoal can also be linked to PSHE and this is always negotiated with parents/carers to ensure it is the right priority for that pupil. Families will be expected to work on an aspect of the child's Supergoal at home and this will be supported by school staff.

Please see CG17 Relationships and Sex education Policy for more information on how we involve parents with this area of the curriculum.

9. References and Appendices

References

CG1 Teaching and Learning
CG2 Safeguarding and Child Protection
CG3 Working with Families
CG4 Meeting Pupils' Medical, Health and Care Needs
CG7 Supporting Positive Attitudes and Good Behaviour
CG9 Developing the Whole Child (SMSC)
CG10 Assessment, Recording and Reporting
CG13 Health and Hygiene
CG17 Relationships and Sex education

Appendices

Appendix 1 Spring Term Progress and Liaison meeting

10. Next Steps:

To ensure that all pupils post 16 continue to receive a broad and balanced PSHE/RSE curriculum.

Approved by Governors Sylvia Lamb and Millie Rowland October 2024

Appendix 1

Name:	Date:	Class:

Spring Term Liaison 2023-2024

Focus: **Personal Development, Behaviour and Attitudes**

All judgements need to be made in the context of the pupil's capabilities
(i.e. in relation to their cognitive abilities & physical/sensory limitations) and their capacities,

PSHE	GGA Level (Outcomes)	Progress Judgement (1-4)
Personal Autonomy		
Personal Care		
Personal Learning		
Relationships and Sex Education		
Employability		

Give examples of highlights/comments

Mental Health and Well-Being Generally is the pupil's good mental health and well-being positively impacting on their learning. Does the pupil have things they value, enjoy, are good at, have positive relationships and friendships, copes with own and others emotions, are they physically active, do they sleep well and eat well, ask for help	Yes	No

If no give details and comments on significant life events

SMSC Generally is the pupil developing through opportunities, experiences, gaining knowledge and skills in….. **Spiritually** e.g being quiet/reflective, imaginative/ creative, respecting others, do they value & celebrate their own and other's achievements, take turns and listen **Morally** e.g knowing right & wrong, following class rules, making positive choices **Socially** e.g relating well to others, enjoying friendships & good relationships, joining in with activities in & out of school, coping with difficult times taking risks, positively contributing to family, school and wider community **Culturally** e.g accepting and enjoying difference, enjoying different festivals and cultures, being open to new ideas, positively responding to artistic, musical, sporting and cultural opportunities	Yes	No

If no give details

Overall progress judgement Personal Development
The agreed judgement by HoS, class teachers and class teams after discussion for achievement in Personal Development in the past year is :

Outstanding	Good	Requires Improvement	Inadequate

Any comments:

Evaluating Behaviour and Attitudes
Generally is the pupil's behaviour and attitudes….positively or negatively impacting on their learning

Behaviour…….Does the pupil behave consistently well, show respect for peers and staff, have good manners, demonstrate high levels of self-management and conduct following structures and routines	Very Positively	Positively	Negatively	Other
Does the team believe there are any unmet behavioural needs? A/B LIST (review summary of incidents in the meeting) If yes give details			Yes	No
Attitude to Learning…… Does the pupil have consistently highly positive attitudes to learning, is highly motivated, persistent in the face of difficulties, takes pride in own and others achievements actively supports well-being of other pupils	Very Positively	Positively	Negatively	Other
Feeling safe……Does the pupil feel safe, has fun and shows enjoyment in their learning, showing trust/confidence, being happy to take risks and make mistakes, shows strength of character in times of adversity			Yes	No

Attendance :-
Comment If attendance is below 90%

Overall judgement on Behaviour and Attitudes
The agreed judgement by HoS, class teacher's/class teams professional judgement of is the pupil doing as well as he/she can in Behaviour and Attitudes is:

Very Positively	Positively	Negatively	Other