Ryecroft School

PERSONAL SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHE) POLICY

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1.0 BACKGROUND

This Policy is written in accordance with Part 1, Paragraph 2 (2) (vi) and Part 2, paragraph 5 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations (2015).

This policy takes account ot and encourages respect for The Equality Act 2010 and the protected characteristics (section 4) of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity. As a school we have a responsibility to:

- Eliminate all forms of discrimination, harassment and victimisation
- Promote equality of access and opportunity within our school and within our wider community
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins

Implementation: It is the responsibility of the Head Teacher to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Statutory Requirements

In Key Stage 1 and 2 we teach Relationships education, and in Key Stage 3, 4 and 5, we teach Relationships and Sex education, with both Key Stages being taught Health Education., thus following the statutory guidance as set out by the Department of Education and the Independent School Standards.

2.0 INTRODUCTION

Options Ryecroft School is a specialist, independent day school offering places to pupils aged 5 to 19. Places are offered to pupils who have complex needs including ASC. A high number of our pupils may also have experienced early childhood trauma and may present with attachment difficulties.

The school operates at 1 site based in Walsall (West Midlands) and has an occupancy of upto 60 pupils. Ryecroft school will teach the full national curriculum throughout KS1 – KS5, adapted to meet the individual needs of pupils.

Post -16 pupils can access a wide range of purposeful qualifications that will help them with life skills, money management, cooking skills giving them cultural capital and preparing them for life after their education and journey at Ryecroft School

Pupils may complete all of their learning on one site or attend additional learning offsite such as enrichment learning opportunities that will complement the curriculum they are studying

3.0 AIMS

Our pupils arrive with limited experiences. Typically, they do not recognise risk and need support to keep themselves safe.

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The aim of personal, social, health and economic (PSHE) education in our school is to give pupils the opportunity to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect and celebrate differences, and improve independence and responsibility.

This is achieved by adopting a whole school approach and ensuring that all staff fully understand our pupils individual needs and their challenges in order to support them and provide them with the essential the skills and resilience they will need to succeed in later life
The PSHE curriculum is therefore proactive in equipping pupils with the necessary skills and experiences as well as reactive to pupils' individual needs and circumstances which may evolve over time. This enables the school to carry out targeted work to support pupils if required.

4.0 RYECROFT SCHOOL CORE VALUES

Our Core Values

Our Core Values at Options Ryecroft School are underpinned by the Fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance. These core values are threaded through everything that we do, they are considered when planning activities and form a key part of our school and wider community. Our values are 'caring, celebrate and creative'

- Everyone should be listened to (Democracy)
- Keep everyone safe by following the rules and making the right choices (Rule of Law)
- Be proud of who you are (Individual Liberty)
- Value each other and your surroundings (Mutual Respect)
- Be patient, kind and understanding to everyone (Tolerance)

5.0 CONTENT AND DELIVERY

5.1 What we teach:

The scheme of work is split into 3 core themes, which are the same for each Key Stage. These are:

- Health and Wellbeing – which incorporates Healthy Lifestyles, Keeping Safe and Growing and Changing
- Relationships – which incorporates Healthy Relationships, Feelings and Emotions and Valuing Differences
- Living In The Wider World – which incorporates Rights and Responsibilities, Taking Care of the Environment and Money Matters

While PSHE is split into 3 separate core themes, there will also be extensive overlap as PSHE at Options Ryecroft School addresses both pupils' direct experience and preparation for their future. The PSHE curriculum is a spiral programme of knowledge, skills and attribute development where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts.

The themes are outlined in Key Stage 1 and Key Stage 2 as below:

Health and Wellbeing

- **What constitutes a healthy lifestyle**, including the benefits of physical activity, rest, a healthy diet and dental health, and how to maintain it.
- **To recognise what they like and dislike.**
- **To make informed choices that improve their physical and emotional health**, and to understand that choices can have good and bad consequences.
- **To think about themselves**, learn from their experiences, recognise and celebrate their strengths, and set themselves simple but challenging goals.
- **To recognise positive and negative feelings**, develop a vocabulary to talk about their feelings, and master simple strategies for managing their feelings.
- **About change and loss**, such as moving home and losing toys, pets or friends, and the associated feelings.
- **The importance of personal hygiene** and how to maintain it.

- **How some diseases are spread and can be controlled**; the responsibilities they have for their own health and others'; simple skills to prevent diseases from spreading.
- **How we grow from young to old**, and how people's needs change.
- **About growing and changing** and new opportunities and responsibilities that come with increasing independence.
- **The names for the main parts of the body**, including genitalia, and the physical similarities and differences between boys and girls.
- **That household products, including medicines, can be harmful** if not used properly.
- **How to keep physically and emotionally safe**, including online, on roads, when cycling and around railways, water and fire.
- **About people who look after them**, their family networks, who to go to if they're worried, and how to attract their attention.
- **About how they can help the people who look after them** to protect them more easily.
- **To recognise that they share a responsibility for keeping themselves and others safe**, know when to say 'yes,' 'no,' 'I'll ask' and 'I'll tell,' and know that they don't have to keep secrets/
- **About privacy**, their right to keep things private, and the importance of respecting others' privacy.

Relationships
This area of PSHE covers:

- **How to communicate their feelings to others**, and recognise and respond to how others show their feelings.
- **How their behaviour can affect others.**
- **The difference between secrets and nice surprises**, and the importance of not keeping secrets that make them feel uncomfortable, afraid or anxious.
- **Recognising what is fair and unfair**, kind and unkind, and right and wrong.
- **How to share and explain their opinions** on things that matter to them to individuals and the whole class.
- **How to listen to others**, and play and work cooperatively, including resolving simple disagreements through negotiation.
- **Giving others constructive support and feedback.**
- **Identifying and respecting the differences and similarities between people.**
- **Identifying their 'special people'** such as family, friends and carers, what makes them special, and how they should care for each other.
- **Physical contact:** what is acceptable, unacceptable, comfortable and uncomfortable, and how to respond including who to tell and how to tell them.
- **How bodies and feelings can be hurt.**
- **Recognising when people are being unkind** to them or others, and how to respond.
- **Recognising different types of teasing and bullying**, and understanding that these are unacceptable.
- **How to resist teasing and bullying**, and get help if they experience or witness it.

PSHE theme 3: Living in the Wider World
This core part of PSHE includes:

- **How they can contribute in the classroom and to school life.**
- **How to construct and follow group, class and school rules**, and how these rules help them.
- **Recognising that people and other living things have rights**, and that everyone has responsibility to protect these rights.
- **Understanding that they belong to different groups and communities**, such as family and school.
- **What improves and harms their local, natural and built environments**, and how to look after them, including conserving energy.
- **Understanding that money comes from different sources**, and can be used for different purposes, including spending and saving.
- **Understanding the part money plays in their lives**, including how to keep it safe, making choices about spending or saving, and what influences our choices.
- **That we are all unique.**
- **That we all have similarities with other people**, and what we have in common.

- **The 'special people' who work in the community** and how they protect them, including how to dial 999 in an emergency.

PSHE at Key Stage 3

PSHE theme: health and wellbeing
This area covers:

- How to manage the transition from primary to secondary school
- How to maintain physical, mental and emotional health and wellbeing
- Making informed choices about health and wellbeing, including diet, physical activity, mental health, sexual health, and drugs, alcohol and tobacco
- Parenthood and the consequences of teenage pregnancy
- How to assess and manage risks to health, and to keep themselves and others safe
- How to identify and access help, advice and support
- Responding in an emergency, including first aid
- The role and influence of media on lifestyle

Lessons might include a practical session on on basic first aid and CPR led by a specialist external trainer; a class discussion on the influence of media, looking at video clips, magazines, music videos and so on, including its impact on body image; a lesson on mental health, with a quiz to establish what pupils understand about mental health and a discussion of helpful and unhelpful things to say to people who are struggling with their mental health.

PSHE theme: relationships
Relationships education encompasses:

- Developing and maintaining a variety of healthy relationships within a range of social/cultural contexts, and to develop parenting skills
- Recognising and managing emotions within a range of relationships
- Dealing with risky or negative relationships including all forms of bullying and abuse, sexual and other violence and online encounters
- The concept of consent in a variety of contexts (including in sexual relationships)
- Managing loss including bereavement, separation and divorce
- Respecting equality and being a productive member of a diverse community
- How to identify and access appropriate advice and support

Lessons might include a class discussion of the different types of bullying, what constitutes bullying, how it makes people feel and how to deal with it, supported by Anti-Bullying Week resources; a lesson based on the Home Office's Disrespect NoBody campaign on preventing abuse in teenage relationships; a lesson where pupils watch clips from music videos, vlogs, etc and analyse how they portray sex and relationships.

PSHE theme: living in the wider world
In this sub-section, students look at:

- Rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- The economic and business environment
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers

Lessons might include a comparison of human rights in different countries and whether they are fair or unfair; an enterprise project where students produce or choose a product to sell in the school community, working out costs, prices, profit margins, etc; a lesson led by a visiting employer talking about the skills and traits that make someone employable.

Can you opt your child out of PSHE

PSHE at Key Stage 4

Health and Wellbeing:

This core theme focuses on:

- How to manage transition into KS4
- How to maintain physical, mental and emotional health and wellbeing;
- 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
- About parenthood and the consequences of teenage pregnancy
- How to assess and manage risks to health; and to keep themselves and others safe
- How to identify and access help, advice and support
- How to respond in an emergency, including administering first aid
- The role and influence of the media on lifestyle

Relationships:

- This core theme focuses on:
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills
- How to recognise and manage emotions within a range of relationships
- 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
- About the concept of consent in a variety of contexts (including in sexual relationships)
- About managing loss including bereavement, separation and divorce
- To respect equality and be a productive member of a diverse community
- How to identify and access appropriate advice and support

Living in the Wider World

- This core theme focuses on:
- About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills and develop flexibility and resilience
- About the economic and business environment
- How personal financial choices can affect oneself and others and about rights and responsibilities as consumers

Post 16 PSHE

At Options Ryecroft School, we recognise that our pupils will need additional support as they progress through the school and prepare for independence. For our Post 16 students, this is an important time when we need to support with transition, change and preparation for life beyond Ryecroft.

Students will have access to a broad range of opportunities to consolidate their earlier skills, ensure they are able to keep themselves and others safe, make informed, appropriate decisions and make plans for theie future career choices.

Students will also access travel training, work related learning, work experience and college visits.

This will be a personalised curriculum based on the individual needs of students.

5.2 How we teach it

PSHE is taught to all pupils during 1 lesson per week. The PSHE and RSE is also incorporated into other parts of our school curriculum, including in Careers, Living Independently, Workshops, Assemblies, Collapsed days, and Tutor sessions. While we use a commericalised scheme called Jigsaw to support our delivery, the curriculum is carefully adapted to both meet the needs of our pupils and be responsive to need.

PSHE is taught by subject specialists who deliver key areas of the curriculum, ensuring pupils benefit from extensive subject knowledge and experience. All lessons are planned in a way that encourages full and active participation by all pupils, irrespective of academic ability, gender, differences in culture or background. Assessment, Recording and Reporting Assessment in PSHE education is recognised as being different than in many other subjects. Emphasis is placed on self-assessment, review of group work, class discussion and written work which can rarely be marked in a conventional

context. Marking, where necessary, is with the pupil present so that their thoughts can be explained and explored with sensitive interchange as necessary to foster positive relationships. Various methods will be used to record pupils' work in PSHE education e.g. written, oral, photographic, and artistic.

5.3 Accreditation and Qualifications

PSHE is accredited for our pupils through a number of qualifications. These include:

- ASDAN Stepping Stones Book 1
- ASDAN Stepping Stones Book 2
- ASDAN PSHE Short Course
- ASDAN AoPE Level 1
- ASDAN CoPE Level 1
- BTEC Level 1 Award in Personal and Social Development
- BTEC Level 1 Certificate in Personal and Social Development

5.4 SMSC

Social, moral, spiritual, cultural (SMSC) education is integral to our PSHE education programme. It pervades the whole of our teaching and learning; the ethos and life of our school. Within SMSC, our aims are to help pupils to:

- develop self-esteem and confidence;
- enable pupils to understand what is right and wrong in their school life and life outside school;
- accept responsibility for their behaviour, show initiative and contribute to the school, as well as local and wider communities;
- take part in a range of activities requiring social skills, develop leadership skills, take on and discharge efficiently;
- roles and responsibilities, offer help and learn to be reliable;
- acquire knowledge; reflect on beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning;
- understand and appreciate the range of different cultures in British society and develop the skills and attitudes to enable them to take a full and active part in it;
- develop respect towards diversity in relation to, for example: gender, race, religion and belief, culture, sexual orientation, and disability;
- acquire a broad general knowledge of public institutions and services in England.

6.0 ADDITIONAL SUPPORT

Ryecroft School recognises that the needs of pupils change over time. Pupils will experience different challenges and difficulties as they transition through their school life.

The PSHE Co-ordinator takes into account areas of need, idenitified within EHC plans. The Co-ordinator also operates a referral system for teachers to request additional support for pupils who may be experiencing difficulties with relationships, social issues or personal challenges. This links ith safeguarding and often leads to joined up work with the DSL team. It allows us to support pupils who may not necessarily meet safeguarding threshold, however a potential risk could still be present due to lack of awareness or naievity.

This referral system enables the PSHE Lead to offer direct targeted support. This support is recorded and monitored and followed up if required.

7.0 POLICY REVIEW

This policy will be reviewed annually or if legislation changes occur