

PSHCE/RSE KS1-KS4

Personal, Social, Health and Citizenship Education (PSHCE) KS1 – KS4

This policy should be read in conjunction with the teaching and learning policy, curriculum statement and planning and assessment policy.

PSHCE/RSE – Rational for learning

At Pace we see Personal, Social, Health and Citizenship Education (PSHCE) as being at the centre of all that we do. Through our Pace integrated curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the community

The Health Education and Relationships Education aspects of PSHE (personal, social, health and economic) education will be compulsory in all Primary and Secondary schools from September 2020.

Sex Education as of September 2020 became statutory within Secondary schools and will be covered within the PSHCE curriculum. Parent/Carers do have the right to withdraw from aspects of Sex Education after conversation with the school please 'withdrawals' elements of the policy.

The Department for Education' continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. For primary PACE covers and looks at individual needs for this coverage.

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1. PSHCE Aims

The aims of PSHCE are to enable students to develop the skills, knowledge, understanding and attitudes they need to be able to:

- 1.1. have respect for themselves and others, valuing the differences and similarities between people.
- 1.2. develop good relationships with other members of the school and wider community;
- 1.3. be independent, self-disciplined, and responsible members of society.
- 1.4. be positive and active members of a democratic society.
- 1.5. develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- 1.6. know and understand what constitutes a healthy lifestyle.
- 1.7. be aware of safety issues and manage risk in their own lives.

Primary and Secondary Health Education covers:

- 1.8. Mental Wellbeing
- 1.9. Internet Safety and Harms
- 1.10. Physical Health and Fitness
- 1.11. Healthy Eating
- 1.12. Drugs Alcohol and Tobacco
- 1.13. Health and Prevention
- 1.14. Basic First aid
- 1.15. Changing Adolescent Body

2. RSE Aims and content of learning.

The aims of RSE are to enable students to develop the skills, knowledge, understanding of the following area:

- Families and people who care for me:

Pupils should know

- 2.1. that families are important for children growing up because they can give love, security and stability.
- 2.2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- 2.3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- 2.4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- 2.5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- 2.6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

- Caring friendships:

Pupil should know.

- 2.7. how important friendships are in making us feel happy and secure, and how people choose and make friends.
- 2.8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- 2.9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 2.10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- 2.11. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations.

- Respectful relationships:

Pupils should know.

- 2.12. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- 2.13. practical steps they can take in a range of different contexts to improve or support respectful relationships.
- 2.14. the conventions of courtesy and manners.
- 2.15. the importance of self-respect and how this links to their own happiness.
- 2.16. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- 2.17. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- 2.18. what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- 2.19. the importance of permission-seeking and giving in relationships with friends, peers and adults.

- Online relationships:

Pupils should know.

- 2.20. that people sometimes behave differently online, including by pretending to be someone they are not.
- 2.21. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

- 2.22. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- 2.23. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- 2.24. how information and data is shared and used online.

- Being safe:

Pupils should know.

- 2.25. what sorts of boundaries are appropriate in friendships with peer and others (including in a digital context).
- 2.26. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- 2.27. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- 2.28. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- 2.29. how to recognise and report feelings of being unsafe or feeling bad about any adult.
- 2.30. how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- 2.31. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- 2.32. where to get advice e.g. family, school, and/or other sources.

3. Curriculum organisation

- 3.1. Every class has a weekly timetabled session of PSHCE learning every week. This may be part of the SMSC (Spiritual Moral Social and Cultural) learning that takes place weekly through class and whole school assemblies RSE will sit within this session and learning will be integrated as well as having specific lessons within this timetabled slot.
- 3.2. PSHE and RSE are also taught within other subject areas as part of the developing Curriculum Project where SEMH (Social Emotional and Mental Health) is a key objective within the Units of Learning for each subject to focus on.
- 3.3. PSHCE/RSE will also be addressed on a daily basis as questions and incidents arise. At times, teachers may choose to hold an additional discussion session in response to a particular event or issue.
- 3.4. Whole school and class assemblies provide a weekly opportunity to enhance pupils' spiritual, moral, social and cultural development (SMSC), promoting our school's values and celebrating achievement.
- 3.5. PSHCE/RSE is taught in an age appropriate, relevant and accessible way given the complex and varied needs of Pace students from one group to the next.
- 3.6. PSHCE/RSE is embedded within the Pace integrated curriculum framework daily through self-care activities, eating and drinking and incidental learning opportunities throughout the school day.

3.7. Alongside this Zones of Regulation which has been embedded into the PSHCE/RSE Schemes of work has also been integrated and embedded through the school day to enable cross curricular learning.

3.8. PSHCE/RSE is integrated and considered alongside other key subjects such as World of Work, Careers, Community engagement and ASDAN. The curriculum ensures embedded integration of these subjects to support blended learning.

4. Curriculum coverage

4.1. Primary Units of Learning – one year rolling programme. The aim of these units is that each year the skills and knowledge are built and progressed based on the PSHE Association SEND Scale. This enables students to spend time exploring and applying their learning to enable access and understanding of the wider world.

Term and coverage	KS1 and 2
Autumn Self-Awareness	<ul style="list-style-type: none"> - Things we are good at - Kind and unking behaviours - Playing and working together - People who are special to us - Getting on with others
Autumn Self-Care, support, and Safety	<ul style="list-style-type: none"> - Taking care of ourselves - Keeping safe - Trust - Keeping safe online - Public and private
Spring Managing feelings	<ul style="list-style-type: none"> - Identifying and expressing feelings - Managing strong feelings
Spring Changing and growing	<ul style="list-style-type: none"> - Baby to adult - Changes at puberty - Dealing with touch - Different types of relationships.
Summer Healthy lifestyles	<ul style="list-style-type: none"> - Healthy eating - Taking care of physical health - Keeping well
Summer The world I live in.	<ul style="list-style-type: none"> - Respecting differences between people - Jobs people do - Rules and laws - Taking care of the environment - Belonging to a community

4.2. Secondary Units of Learning coverage – **Three** year rolling programme – this is to enable students to spend more time in each topic to expand and apply their learning.

Term and coverage	KS1 and 2
Autumn 1	<ul style="list-style-type: none"> - Personal strengths - Skills for learning

Self – Awareness Self-care, support, and safety	<ul style="list-style-type: none"> - Feeling unwell - Feeling frightened/worried
Autumn 2 Self – Awareness Self-care, support, and safety	<ul style="list-style-type: none"> - Prejudice and discrimination - Keeping safe online - Public and private
Autumn 3 Self – Awareness Self-care, support, and safety	<ul style="list-style-type: none"> - Managing pressure. - Accidents and risk - Emergency situations - Gambling
Spring 1 Managing feelings Changing and growing	<ul style="list-style-type: none"> - Self-esteem and unkind comments - Strong feelings - Friendships - Healthy and unhealthy relationships behaviour
Spring 2 Managing feelings Changing and growing	<ul style="list-style-type: none"> - Romantic feelings and sexual attraction - Puberty
Spring 3 Managing feelings Changing and growing	<ul style="list-style-type: none"> - Intimate relationships, consent, and contraception - Expectations of relationships/abuse - Long-term relationships/parenthood.
Summer 1 Healthy lifestyles The world I live in	<ul style="list-style-type: none"> - Healthy eating - Elements of a healthy lifestyles - Physical activity - Diversity/rights and responsibilities - Taking care of the environment
Summer 2 Healthy lifestyles The world I live in	<ul style="list-style-type: none"> - Mental wellbeing - Managing online information
Summer 3 Healthy lifestyles The world I live in	<ul style="list-style-type: none"> - Preparing for adulthood - Managing finances - Body image - Medicinal drugs - Drugs, alcohol, and tobacco

Please see PSHE Association Planning Framework for pupil with SEND Key Stages 1–4.

5. Teaching and learning strategies

A range of teaching and learning strategies are used:

- 5.1. During timetabled PSHCE time, an emphasis is placed on active learning through planned discussions, Circle-time, investigations, role-play activities, puppets, group-work and problem-solving.
- 5.2. All teachers will endeavour to provide a safe learning environment through the establishment of clear Ground Rules which are made explicit to the children and reinforced consistently.
- 5.3. Visiting speakers such as the police and health workers also contribute to the taught curriculum.
- 5.4. Beyond timetabled PSHCE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working a part of a group on a project.
- 5.5. Children are encouraged to take part in a range of practical activities to promote active citizenship and fundamental British values, e.g. charity fund-raising; the planning of special events at school; making class rules; class council meetings; and by taking on roles of responsibility for themselves, for others and for the school.
- 5.6. Teachers will deliver RSE between them with support of the curriculum lead and nurses. Where needed or deemed more appropriate the classes may be split according to age/gender.

6. Assessment, reporting and recording.

- 6.1. Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support. This information will then be used to inform future planning.
- 6.2. Teachers assess children's progress in PSHCE/RSE:
 - By baselining and assessing at the beginning at the end of each half term topic that is outline in the Unit of Learning. This is done through strategies such as games, group discussion, "what do I know and what have I learnt" activities and role play. This supports the teaching of the subject to run alongside the Unit of Learning
 - Recording of work and understanding throughout the lessons, this is done in a variety of ways to suit the needs of the students.
 - by making informal judgements as they observe them during lessons and at other times around school.
 - Through systems outlined within the planning and assessment policy.
- 6.3. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed.'

7. Personalised Learning

- 7.1. As children with sensory motor difficulties (many of who also have a broad range of other needs affecting their learning and access to the World around them) Pace students are particularly vulnerable and require a highly personalised and specialist PSHCE/RSE education within the Pace integrated curriculum that they receive during their time at Pace, and to prepare them for future adult life.
- 7.2. To achieve this outcome the school's approach to PSHCE/RSE will take account of.

8. Equal Opportunities

All students have an entitlement to access the PSHCE/RSE curriculum. All students will have access to appropriate resources within the school. These will reflect a multi-cultural society, without stereotyping or discrimination. All students will be given the opportunity to participate in all activities regardless of gender, race or ability.

9. Students who use alternative methods of communication

Many Pace students have physical, visual, or hearing impairments or are unable to use speech and may use signing, symbols, AAC and/or communication switches and aids. The staff will adapt their teaching of PSHCE to ensure that these students are able to effectively access and benefit from the PSHCE curriculum in a way which is relevant for them.

10. Ethnic and cultural diversity

Different ethnic and cultural groups may have different attitudes to PSHCE/RSE. The school will consult students and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

11. Varying home backgrounds

We recognise that our students may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of students based on their home circumstances.

12. Sexuality and gender identity –LGBTIA+

In September 2020 Relationships and Sex Education became statutory in Secondary and Relationships Education in primary. Parent/Carers are only able to withdraw their

child from Sex Education (please see withdrawals section for more information on this). The guidance set out that pupils must access teaching about sexual orientation and gender identity at secondary level and different families including: LGBTIA+ familiar at primary level.

Students may identify themselves or have LGBTQIA+ parents/carers, brothers or sisters, other family members and/or friends. Our approach to PHSCERSE will include sensitive, honest and balanced consideration of sexuality and gender identity. Our pastoral support will take account of the needs of LGBTQIA+ children and young people. We shall promote a culture of care and respect and also actively tackle homophobic bullying.

13. Methodology and Resources

A wide range of teaching methods are used, that enable student's to actively participate in their own learning. This includes use of quizzes, case studies, research, role-play, video, small group discussion and use of appropriate guest speakers. These are planned carefully according to the individual needs of the students and their communication/access to the learning is highly differentiated in-keeping with the Pace ethos.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that students are not put on the spot or expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to children.

14. Answering questions

14.1. The school believes that students should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a student may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages students to be mature and sensible.

14.2. If a teacher does not know the answer to a question, they will acknowledge this and suggest that they and student research the answer to the question later. If a question is inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the student who asked it. If a question is too personal teachers will remind student about the ground rules and if necessary, point out appropriate sources of support. If a teacher is concerned that a student is at risk, they will follow the school's safeguarding procedures.

15. Community Links

Working in partnership with parents and carers and with the wider school community is an essential element of PSHCE. We seek to involve parents and keep them informed through our home/school communication books, termly newsletters and parent's evenings with a PSHCE/RSE parents evening at the beginning of the year. Parents are encouraged to come into school whenever they have any concerns or anything they would like to discuss with us. We foster links with the wider community through various activities such as the schools linking project, our Children's Challenge and various community based fund raising activities.

16. Pastoral Support for Children who Experience Difficulties

The school takes its role in the promotion of student welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for children in a number of ways. Staff may be approached for help on an individual basis and through the team system. They offer a listening ear and kind eyes and, where appropriate, information and advice. The school nurse offers a health and support service to students. Where appropriate, students are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people, promote their existence to students and endeavour to form working relationships with local agencies that are relevant to student needs.

Please see the child protection and safeguarding policies to ensure safety and full support of the students alongside providing pastoral support.

17. Parental concerns

We will work in active partnership with parents/carers, value their views and keep them informed about our PSHCE provision. If a parent/carer has any concerns about the PSHCE/SRE provision, we will take time to address their concerns and allay any fears they may have. We have outlined the curriculum coverage in this policy to ensure parental understanding of what we are teaching and to ensure liaison with parents throughout the terms to ensure there is a transfer of learning and understanding of the PSHCE/RSE curriculum outside of the school environment as well as inside. Staff will ensure the continuation of conversations that happen within school that may happen during lesson and support this through sharing planned resources and providing up to date information.

18. Withdrawal from Sex Education

Up until the age of 16 students parents/carers are able to withdraw them from elements sex education which is taught on a statutory basis in secondary. As part of this process there is a form to fill out to start with parent/carers who wish to withdraw their child, in

which they will then be invited to talk to their class Teacher/Deputy Head Teacher/Head Teacher to talk about the elements they wish to withdraw from. During this meeting we will go through what is being taught, why and how to ensure an informed decision is made in the best interests of the students and the family. These letters will be sent out at the onset of starting Sex Education.

19. Subject review and monitoring

The PSHCE/RSE Subject Lead is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHCE, by passing on information and ideas, and delivering training as appropriate. We also hold regular team meetings to discuss current issues and to make staff aware of new initiatives, practices and resources. Parental engagement will also be considered in this process.

The current PSHCE Subject Lead is Eleanor Fenner

20. Links with other policies

This policy links particularly to the following policies: Planning and assessment policy, Teaching and learning policy, Curriculum statement, Confidentiality; Child Protection, Behaviour, and Anti-bullying.

21. Safeguarding

Due to the more sensitive nature of this topic there may be an occasion when a student discloses information about themselves or someone else which can be of concern. In this instance the staff member should follow the guidelines and support laid out in the Child Protection Policy and Receive, Reassure and React, Record the concern and report it to the designated safeguarding officer: Claire Smart and in her absences, Polly Kempson and Shleena Lee.

Date: January 2023

Review Date: January 2024

Reviewed by: PSHCE lead