



PSHE and RSE Policy

Circulated for Consultation		
Policy Written on: September 2018	Approved and Signed by Simon Garrill, Chief Executive Officer	Approved and Signed by Judith Gainsborough, Chair of Governors
To be reviewed: September 2020		

The Grove PSHE & RSE Policy

Incorporating SMSC & Citizenship, SEL and Life Skills.

Introduction

This policy is a working document which provides guidance and information on all aspects of PSHE, and aims to provide a secure framework within which staff can work.

It also aims to give families and reviewers an understanding of the rationale for PSHE at The Grove, how it supports our school values, what we teach and assess in PSHE, how and when; how the PSHE provision has been developed, and will be reviewed to best meet the needs of learners.

Quick reference guide to The Grove PSHE Policy:

1. What is PSHE & what is its relevance for autistic learners?
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3. PSHE Overview of themes & topics.
4. What are SMSC & Citizenship, and how are they delivered?
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7. How PSHE is taught and the importance of home+school working .
8. How is PSHE assessed?
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- (iii) SMSC & Citizenship Calendar
- (iv) PSHE Programme of Study
- (v) Recommended Resource List
- (vi) Review cycle for PSHE

Section 1

What is PSHE & what is its relevance for autistic learners?

PSHE prepares learners to make positive choices in relation to the

Personal

Social

Health and

Economic aspects of their worlds.

PSHE gives learners the *knowledge, skills and attributes* they need to navigate the opportunities and challenges of growing up in 21st century Britain, as set out in Section 78 of the Education Act 2002. It seeks to maximise learners understanding of their *rights and responsibilities*. PSHE also extends into the practical areas of daily living, to promote the development of life skills that maximise learners *wellbeing and enjoyment*, and this is particularly important for our learners.

PSHE is also a particularly important area of the curriculum at The Grove as it provides opportunities for work around the specific processes impaired by autism with learning difficulties. These include,

- in *executive functioning*, that is, having problems in organising, making plans and prioritising, central to the activities of daily living;
- in their *theory of mind*. For autistic learners, there may be different degrees of difficulty in taking in others' perspectives, motives and points of view, which can impact on having positive relationships, and in making important decisions.

PSHE covers *precisely the themes and topics where it is important to be able to combine these processes effectively*, skills our learners need specialised input to develop.

The intended impact of a high-quality, high status PSHE offer at The Grove offer is to **reduce individual's vulnerability** in the situations where the knowledge, skills and attributes of PSHE are put to use. This includes: in relationships from friendships through to peer pressure and bullying; their managing their money; encountering drugs or alcohol; when going through health problems; managing hygiene and puberty as independently as possible; being safe online; coping with loss & grief. This is by no means an exhaustive list, and there is more detail about what these topics are further down in this document, on page 3, under 'PSHE overview of themes & topics'.

At The Grove 'PSHE' is an umbrella subject incorporating 5 overlapping areas of learning, some statutory, others what we know to be crucial to young peoples' development: **PSHE (including Relationships & Sex Education)**, **SMSC & Citizenship**, **Life Skills**, and Social & Emotional Learning (SEL) too. These are explained in more detail, below.

It is hoped that, if this multitude headings & acronyms is bewildering right now, this document can go some way to demystifying them, and begin to make their complementary strength and value

clearer. Observing activities in practice will also make these headings less abstract, and can be a powerful way of understanding how effective PSHE is. Within the school community there will be regular opportunities to join in SMSC & Citizenship activities, and we encourage joint work for Life Skills and Relationships and Sex Education (RSE).

Section 2

How was the content of the PSHE curriculum determined?

Our learners' context is crucial to making the curriculum relevant and appropriate, so,

- We looked at Haringey's Joint Strategic Needs Assessment (2017), and Haringey's Autism Needs Assessment (2017) and drew on the priorities areas that this key health and economic data for the local population indicated (see appendix 1);
- We held consultations with families & staff, and scheduled a rolling programme of review by the learners themselves, Heartlands student Inclusion Ambassadors, governors and external agencies
- We reviewed national guidance for PSHE from the government-grant funded PSHE Association, who produced an updated Scheme of Work Toolkit during 2017. During this time it was announced by the DfE that RSE would become a statutory subject from September 2019, so consultation with parents and staff on RSE was our prime focus (see appendix 2), to be followed by students once the new programme has begun.
- We researched what innovations in curriculum design had a secure evidence-base for improving outcomes for learners, leading us to embed a Social & Emotional Learning (SEL) programme into the PSHE scheme
- We looked to the SSAT Trust, The National Autistic Society & The Autism Education Trust, sources of best practice in autism education, in devising profiling and assessment schemes.

We collated this information to devise this combination of themes and topics:

Section 3

PSHE Overview of themes & topics

PSHE & Life Skills Overview (inc SEL foc)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Relationships	Our Feelings & Emotions Different Relationships	Managing Conflicts Working together	Secrets & Surprises Boundaries- Yes & No	Good & Bad Touch Discrimination	Year A: Equality Year B: Stereotypes Year A: Domestic Abuse & Forced Marriage	Year A: Dares & Challenges Year B: Diversity Yearly: Bullying (S.T.O.P)
Health & Wellbeing	Strengths, Goals & Aspirations Choices Getting Help & Support	Germes & Staying Well Growing & Changing Public & Private	Drugs & Alcohol Exercise & Leisure Sex Education (At the appropriate level)	Healthy Eating E-safety Peer Pressure	Personal Hygiene & Dental Health Loss & Change Year B: Mobile Phones	Sleep, Rest & Relaxation Achievements & Moving On Year A: Community Safety
Living in the Wider World	Year A: Rules & Laws Year B: Budgeting	Year A: Rights Year B: Getting Help	Year A: Money Year B: The Media & Role Models	Year A: The Environment Year B: Work & Study Skills	Year A: Resolving Differences Year B: Customs Human Rights & FGM	Year A: Gangs Year B: Anti-Social Behaviour Year B: Emergencies & First Aid
Life Skills <small>Ongoing Road Safety & Travel (Travel Training and community-based class work)</small>	Independent Living	Keeping Healthy	Leisure	Work Skills	Personal Care	Personal Safety
SEL	New Beginnings	Getting on & Falling Out Say No to Bullying	Relationships	Going For Goals	Good to Be Me	Changes

Section 4.

What are SMSC & Citizenship, and how are they delivered?

All schools must promote the Spiritual, Moral, Social and Cultural development of children and young people and, within this, four 'fundamental British values':

- democracy
- the rule of law
- individual liberty and mutual respect
- tolerance of those with different faiths and beliefs

All of which fall naturally within the citizenship curriculum. Citizenship provides 'knowledge, skills and understanding' to 'play a full and active part in society' (National Curriculum 2014). We also use Citizenship activities as a forum for PREVENT (below).

Citizenship is statutory in the secondary school phase in England, and at The Grove our SMSC & Citizenship provision has been devised to be delivered in lots of different areas of school life, through school community-wide activities and celebrations that serve as a springboard to those of our wider society. A detailed overview of the year's SMSC & Citizenship Calendar can be found in appendix (iii).

The topics of the PSHE programme of study and the events marked by the SMSC & Citizenship Calendar run in parallel as far as possible. This enables the knowledge, skills and attributes developed in PSHE to be put into practise in SMSC activities by learners as school citizens.

Section 5.



For more information visit www.preventforschools.org

Reporting concerns is **EVERYONE'S** responsibility

About our Prevent Duty.

Since 2015, schools in England have a legal duty to prevent young people from becoming radicalised. The Government's [Prevent Duty guidance](#) recommends schools build young people's' resilience to radicalisation by providing a safe environment for debating controversial issues, and helping them to understand how they can influence and participate in decision-making. In secondary schools, [the Department for Education](#) particularly recommends using the citizenship curriculum for this. In line with government expectations, The Grove uses our planned programme of SMSC & Citizenship activities to, 'Provide a safe space in which children, young people and

staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments'. This graphic from The Robert Ogden School illustrates how special schools meet their PREVENT duty and this is the approach we have adopted. All members of the school community can speak to the Safeguarding Lead at any time with questions or concerns.

Section 6.

What are Life Skills & how are they profiled for individuals?

As learners progress through the school and approach adulthood we offer an expansion of the life skills elements of the PSHE programme, revisited regularly, in lessons and across the daily school routines, allowing for a level of interleaving.

Each learner owns & carries their own Functional Life Skills Passport which they use to self-assess their progress towards achieving their current life skills targets. Targets are drawn from their Functional Life Skills Profiles, and cover seven areas from the AET Progression Framework for Independence and Community Participation, plus a bespoke unit:

1. Keeping Healthy

This is about routines for staying well, managing health conditions and medication regimes, first aid and accessing & coping with health services.

2. Personal Care

This is about cleanliness and hygiene routines so that young people can learn manage their own intimate care with dignity, and to present themselves well with reducing support.

3. Personal Safety

This is about recognising risky situations and how to manage them safely and knowing how to get help.

4. Road Safety & Travel

This is about getting around safely locally and what to do if things don't go as planned.

5. Leisure

This is about developing hobbies and accessing community leisure activities.

6. Independent Living

This is about getting ready for a supported independent life as an adult.

7. Work Skills

This is about developing employability skills and gaining work experience.



As each Life Skills Passport is personalised it enables individuals to improve their functional daily living skills, in precisely the areas they need to. They contain a current snapshot of the young person's priorities and, in being accessible, are a useful in person-centred planning meetings.

Alongside the Passports, parents or carers (initially) & the learner's teacher (on an ongoing basis) compile a Functional Life Skills Profile. This provides a comprehensive picture of the young people's strengths and needs, tracked throughout their school life. These become particularly relevant for provision planning at school and in transition planning as the young person approaches adult services and/or college. They provide quantitative data to identify rates of progress and patterns of strengths and needs.

Section 7

How PSHE is taught and the importance of home+school working .

The school has a PSHE Coordinator who ensures the co-ordination and delivery across the school. All staff are involved in delivering the five elements of the PSHE programme across the school day, in planned lesson time as well as during breaktimes and transitions. Class teachers have responsibility for delivering a highly differentiated RSE programme in single-sex groups, linking with the young person's parents/carers.

The PSHE overview details the school-wide themes to be visited and these are revisited and built upon each year. However, learners will be maturing at different rates and will have different

individual needs, so the approach to the topics and their weighting will differ within a class group, and from year to year.

Teachers, collaborating with families and health practitioners where it is most useful, will plan for appropriate content matched to learners readiness and context. It is in the best interests of young people to receive high-quality, developmentally appropriate PSHE input that safeguards them by not being left too late. The knowledge, skills and attributes developed through the PSHE topics will then be useful for individuals right now, and it will also ready them for the rights and responsibilities of adulthood. A continual focus of the PSHE programme is for young people to get ready for a supported independent life at some point in their adulthood, to be able to accept or recognise when they need to reach out to the different sources of support in their lives, such as family, support staff, health services, and advice groups for people with additional needs.

Some of the issues addressed by PSHE, such as puberty, substance misuse, loss and grief, sexual relationships can be especially problematic for learners with autism and learning difficulties to navigate, unless they are prepared for these life events before they encounter them. This makes home-school working crucial so that a close link is fostered where families feel confident in The Grove's approach. Work with learners should build on the foundations laid down at home, and provide real solutions to problems being encountered.

Staff will be given ongoing professional development opportunities so that their knowledge of the PSHE themes is current and accurate, and they can exemplify the skills and attributes we seek to develop in learners. The senior management team believe strongly that PSHE is at the heart of what we do at The Grove and want staff and families to feel supported in addressing PSHE themes, even when these can feel challenging or overwhelming. The Safeguarding Lead, or the Headteacher, should be approached with any concerns and queries arising.

Section 8.


How is PSHE assessed?


All learners are baselined and thereafter assessment becomes an iterative process, with formative assessment (assessment for/of learning) during units and summative assessment at the end of a unit. This is retained and passed to the next teacher.


We have adopted The Dales School MAPP model of assessment wherein skills are tracked from the **prompting** stage through to being **mastered**, and then **generalised** to different situations. The last part of the process is to check that skills are **maintained** over time.


Section 9.


About Social & Emotional Learning (SEL).

 Self-awareness: knowing myself; understanding my feelings.

 Managing feelings: expressing feelings; Emotional Regulation.

 Motivation: setting goals; persistence & resilience.

 Empathy: understand others feelings; value & support others.

 Social skills: Belonging to a community; friendships and other relationships; working together; resolving conflicts; standing up for myself; making wise choices

‘Social & Emotional Learning programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school... On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average)’. From The Education Endowment Foundation (EEF), a respected independent charity dedicated to breaking the link between family income and educational achievement

We have drawn on the National Strategies SEAL programme in order to ensure that SEL can be woven into PSHE lessons. Each unit of our PSHE programme highlights

which of the five areas of SEL are being fostered, giving them prominence. As ‘Improvements in attainment appear more likely when approaches are embedded into routine educational practice [SEL] skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging pupils to apply the skills they learn’ SEL is both integral to all PSHE sessions *and* delivered through discrete units each term.

Section 10

Relationships & Sex Education.

Relationships & Sex Education (RSE) is ‘Lifelong learning about sex, sexuality, emotions, relationships and sexual health. Through RSE children and young people acquire *accurate information, develop skills and develop positive values which will guide their decision-making, judgements, relationships and behaviour* throughout their life.’ (National Children’s Bureau for the Sex Education Forum, 2004)

The law relating to school-based RSE is contained in the 1996 Education Act and the 2000 Learning and Skills Act, and confers that, ‘Schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in sex and relationships education. Sex and relationships education should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.’ (The SRE Guidance, DfEE 2000)

RSE is to become a statutory subject in the secondary phase from September 2019, but best practice tells us that formal RSE should begin as soon as children start school, because the basis of RSE is *learning about relationships with families and friends, and developing life skills such as*

decision-making and assertiveness. Children need to learn & practice these skills from a very early age, and build on what they learn at home. Children and young people with learning difficulties need many opportunities to reinforce this learning. Parents retain the right to withdraw their children from sex education, although at The Grove we want to make sure that parents feel they can work closely with the school to adjust the programme, retaining its appropriateness, and remain engaged. We will inform parents before RSE commences, and explain & share resources and any concerns openly.

Our school is committed to relationships and sex education, which:

- 1.** Is an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
- 2.** Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate)
- 3.** Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
- 4.** Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
- 5.** Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
- 6.** Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
- 7.** Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
- 8.** Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
- 9.** Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
- 10.** Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
- 11.** Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
- 12.** Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

Notes
These 12 points explain what is needed for good quality RSE. This is based on research evidence and is supported by a wide range of organisations. The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. The law requires that, from September 2019, relationships and sex education (RSE) is taught in all secondary schools in England, and that relationships education is taught in all primary schools in England. In addition, National Curriculum Science* (which is taught in maintained schools) includes some elements of sex education.

Published 2017

NSPCC



Believe in children
Barnardo's



Appendix (i)

The JSNA told us that,

- **Childhood obesity** remains a problem in Haringey with 36.67% of year 6 children in overweight or obese.
- In 2014, 36% of Haringey children lived in **poverty**. This is the 9th highest child poverty level in London.
- In 2014/15, 200 children and young people were using services for **alcohol and cannabis misuse**. Use of **new psychoactive substances** (NPS or 'legal highs') is also on the increase.

Haringey's Autism Needs Assessment (2017) told us that unmet local needs include,

- People with autism have **higher levels of mental ill-health** than the general population
- There is a lack of capacity in some services including **Occupational Therapy** for children.
- There are few, if any, preventative services to reduce the likelihood of escalation of **mental health conditions and challenging behaviour**.
- People with autism in Haringey do not have **opportunities to inform service decisions**
- There does not seem to be enough **focus on employment or social support** when considering the needs of adults with autism

Additionally, the Home Office commissioned report by City University London (2015) on the prevalence of FGM estimates that the rate of women affected by **FGM** in London is 2.1%

We seek to address these **key themes** directly through The Grove PSHE programme, its resourcing and its review.

Appendix (ii)



We collated themes from high-quality Relationships and Sex Education Resources. In sessions held in 2017 parents and staff used a 'diamond exercise' as a basis for discussion about the themes and their relative importance for our autistic learners. The diamonds produced show what participants felt were the most (at the top of the diamond) and least important themes (at the bottom of the diamond) so that we could spend more or less time & resources on these respectively in teaching sessions. This diamond represents a consensus view on how the themes should be weighted.

