



**Policy for:**

**PHSE**

**Date Written: July 2020**

**Next Review Date: September 2021**

**Governor Responsible for: Mr R Curry**

**Headteacher: Mrs Penny Derries**

## **The Grove School**

### **Personal, Social, Health and Economic Education Policy (draft for consultation with staff and stakeholders)**

#### **Policy Context and Rationale**

This policy covers our school's approach to the teaching and learning of Personal, Social, Health and Economic Education curriculum.

The Relationship and Sexual Health Policy is a sub-policy to this PHSE policy.

It was produced by Valerie Henry, Senior Teacher, in consultation with the Senior Leadership Team, class leads, Governors, parents/carers and other stakeholders.

Consultation took the form of discussions during staff meetings and Governors' meetings. Parents/carers and other stakeholders were invited to an Open Afternoon to learn about the new PHSE and RSE (Relationship and Sex Education) policies, to ask questions and express any views they have in relation to these documents.

We will begin to seek pupils' views on the teaching and learning of PHSE during the session 2020/2021. The method of consultation will be dependent on the needs and abilities of the individual pupil, taking into account their particular special educational needs. This process of consultation will link into ongoing teaching and learning that pupils' experience in communication and literacy. Where appropriate, pupils will use AAC (Alternative and Augmentative Communication) to enable them to express their views. The consultation process with pupils will be undertaken in a way that is meaningful and relevant to the individual pupil. In some cases, it may be decided that a pupil is unable to express their view in a meaningful way and therefore will not be expected to participate in the consultation process.

The PHSE policy will be reviewed in September 2021

#### **Policy Availability**

This PHSE policy document is available on the school website for parents, carers and other interested parties. A paper copy can be requested by contacting the school office on 01289 306390 or by email [admin@thegrove.northumberland.sch.uk](mailto:admin@thegrove.northumberland.sch.uk).

If you require a translated version or an adapted (e.g., larger font) or alternative format (e.g., spoken) then contact the school office on 01289 306390 or [admin@thegrove.northumberland.sch.uk](mailto:admin@thegrove.northumberland.sch.uk) and arrangements will be made to provide an appropriate version of the policy.

## **Policy Aims and Objectives**

The overall objective of the PHSE curriculum for our pupils is to prepare each young person over their school career, gradually and holistically, for leading a fulfilled, healthy and safe adult life after leaving school.

Our PHSE policy is underpinned by the values of our school, which state that we, as a school community -

- value learning with, from and on behalf of each other
- value flexible, creative and open thinking and approaches that are solution focused
- value and respect everyone equally whilst acknowledging individuality and diversity
- value, listen to and respect each other's opinions
- value and care about the environment and are actively involved in our community
- support, nurture and care for each other
- are kind, thoughtful and considerate to each other

These values contribute to our overarching ethos of our school as a happy, safe and supportive school where everyone is equally valued and nurtured to thrive.

PHSE learning is integrated and embedded throughout the school day and as such is a continuous and ongoing process for each learner. There is an element of PHSE learning in almost all the activities that pupils experience in their day.

PHSE learning also take the form of distinct learning activities which are planned by class teachers/leads and form part of the weekly timetable of each class.

## **Creating a Safe and Supporting Learning Environment**

This policy is informed by the school's 'Child Protection and Safeguarding' Policy. All policies can be accessed on the school website.

Each class group is supported by a Class Teacher and a team of Teaching Assistants. All staff play a role in providing support, care and encouragement to pupils.

We endeavour to create safe and supported learning environments in each classroom. We aim to establish a safe space for pupils to talk openly and sharing experiences with each other and with the adults in the classroom. At the beginning of the school year, teaching staff work with pupils at the start to establish and agree clear 'ground rules' for discussions in the classroom. Teaching staff will work with pupils to develop their understanding of 'confidentiality'. Staff revisit these 'ground rules' regularly with the pupils - before and during PHSE learning activities - to ensure familiarity and understanding.

The class teams are able to identify when particular learners may find a topic challenging or triggering, and can make appropriate adaptations to enable the pupil to feel safe and supported. Learning activities are differentiated to cater for the needs of the child, whether those be cognitive needs, mental health or emotional needs. Alternative spaces can be used

for pupils who find it difficult to engage with particular topics in the classroom environment or in a group situation.

Any concerns regarding a child's health and wellbeing are raised through class team meetings (trriages), and Senior and Middle Leadership Team Meetings, and if appropriate, members of the child's multi-professional team will be consulted to provide their specialist input.

### **Responding to pupils' questions**

Teachers and Teaching Assistants endeavour to answer pupils' questions as accurately and fully during the learning activities. When a pupil's question raises potential safeguarding concerns, or if the adult requires more information to answer the question, then the adult will respond with a statement such as *'That is a really interesting question and I need time to think because I want to give you a proper answer.'* The adult will then raise the issue with the wider team and, if there is a concern regarding the pupil's safety, with a Designated Safeguarding Lead. This enables the adult to consult with colleagues and other knowledgeable professionals and formulating an accurate and appropriate response for the pupil concerned.

Pupils will be aware, through the sharing of the 'ground rules' that the adults in the classroom will do their best to answer any questions, but that in some cases they might need to talk to other adults first before providing them with an answer.

Alternative methods to asking questions verbally will be explored with pupils as part of the discussion around ground rules. For example, pupils who may want to write a question and post it in a 'question box' for the teacher to read and reply to on a one-to-one basis.

### **Confidentiality and handling disclosures**

Safeguarding procedures (as outlined in the 'Child Protection and Safeguarding' Policy) are followed if a pupil discloses any information which indicates that they are at risk.

Teachers and Teaching Assistants are aware that effective PHSE education will enable young people to recognise and understand the difference between acceptable and unacceptable behaviour in relationships, and to identify relationships in their own lives which are not respectful, healthy or safe. Staff understand that PHSE learning activities can motivate a young person to make a disclosure of a child protection issue and know to follow the school's safeguarding protocol. All school staff are knowledgeable of the safeguarding protocol, which is on display on the Safeguarding Noticeboard.

Visitors and external agencies are apply the same sensitive, contextualised approach as our staff.

## **Visitors to the classroom and safeguarding**

When a guest is invited to class to contribute to the planned activity, the teacher will be in attendance at all times and will be the lead adult throughout the visit. The teaching assistants will provide support to pupils as directed by the class teacher. The activity provided by the guest should be part of a school or class theme, or contribute and enhance the learning and teaching of an ongoing series of activities planned by the teacher. The teacher will have met with the guest prior to the visit to discuss and/or plan the activity and to ensure that it is appropriate to the group of pupils involved.

The school staff will ensure that the school's safeguarding procedures are adhered to. Any guest invited to the classroom to contribute to PHSE learning should be made aware of the school's policy for dealing with safeguarding concerns and disclosures. The guest should be made aware of the 'ground rules' agreed with pupils at the beginning of particular PHSE activities; these rules are in place in order that all the adults and children are aware that any concerns relating to a child's safety and welfare has to be shared with a Designated Safeguarding Lead.

## **Entitlement and Equality of Opportunity**

We ensure our PHSE teaching and learning is inclusive and meets the needs of all our pupils, including all aspects of special educational needs and disabilities (SEND). Teaching takes into account the individual needs of pupils to ensure that all learners can experience success in their learning within the PHSE curriculum.

All our learners have EHCPs (Education Health and Care Plans) which outline their specific special educational needs and the support they are entitled to in order to make progress in their learning. All pupils have learning targets outlined in their Individual Education Plan, including targets for PHSE. Pupils will have access to multi-professional support, as outlined in their EHCPs, to enable them to access the PHSE curriculum.

We ensure that our PHSE curriculum (and wider curriculum) fosters and promotes diversity, equality and inclusion in relation to all identities, including gender, sexual, race, ethnicity, disability, religious and cultural.

The PHSE curriculum contributes to the aims of the school community. In relation to 'Entitlement and Equality of Opportunity' the relevant aims are –

- To provide the highest standards of teaching and learning through setting challenging educational experiences that recognise everyone's potential, develops from their needs and builds on their success
- To treat everyone with respect and dignity and to encourage a respect for the school environment and for the wider community. To provide a welcoming and supportive environment for everyone.

- To create and maintain an environment and approach to learning where there is equality of access and opportunity for all and where inclusion within our local community and beyond is prioritised.

### **Intended Outcomes**

We support our learners to become as independent as they can be, providing them with the support that they need at each stage along their learning journey and school career. The intended long term outcomes of our learners are-

- to develop skills in communication, choice-making and expressing their needs
- to develop an overall sense of wellbeing and resilience, including in physical and mental health
- to develop functional and independent living skills at a level appropriate to their abilities
- to fulfil their potential in life by engaging in the life of the community, whether that be through working life, further education or in a social care setting.
- to experience healthy and supportive relationships including friendships, family life and, for some, safe sexual relationships.
- to develop skills which can be applied in a variety of situations and contexts beyond the school environment

### **Learning and Teaching**

To ensure that our PHSE curriculum meets the specific needs of our learners, we have used the 'PHSE Education Planning Framework for Pupils with SEND' (created by the PHSE Association, refer to appendix).

We have chosen to use the PHSE Planning Framework to ensure that our pupils are experiencing the full breadth of the curriculum and making progress in their learning in each area at a pace appropriate to their individual needs.

We recognise that our pupils have a wide range of learning needs in four areas - communication and interaction; cognition and learning; social emotional and mental health; sensory and physical needs. In order to cater for the specific and often complex needs of individual pupils, we identify the additional supports each learner requires to make progress in all aspects of PHSE. Learning activities are planned and differentiated to meet the needs of individuals, often within small group activities and at times on a 1:1 basis.

Our curriculum is based on the PHSE Association's SEND Framework which, in turn, links to the National Curriculum, and covers six areas –

1. **Self-awareness** (Me, who I am, my likes, dislikes, talents and interests)
2. **Self-care, support and safety** (Looking after myself and keeping safe) includes aspects of Relationships and sex education
3. **Relationships: Managing Feelings** (Understanding feelings and that how I feel and how others feel affects choices and behaviour) includes aspects of Relationships and sex education
4. **Relationships: Changing and Growing** (How I and others are changing; new opportunities and responsibilities) includes aspects of Relationships and sex education
5. **Healthy lifestyles** (Being and keeping healthy on the 'outside' and on the 'inside')
6. **The world I live in** (Living confidently in the wider world)

We approach the teaching and learning of PHSE in a variety of ways, including through –

1. Direct PHSE teaching activities which are timetabled as PHSE learning activities and incorporated into the weekly timetable for the class
2. Teaching activities of other subject areas which have links to PHSE content
3. Participating in the everyday routines of the classroom and school which have links to PHSE learning (e.g., through turn taking, managing emotions, respecting others, personal hygiene, personal organisational skills)
4. Adults modelling behaviour to the children through their own actions and communication in everyday routines, interactions and relationships

All of these approaches are equally important to the child's developing understanding and skill in each aspect of the PHSE curriculum. There are elements of PHSE content in almost all subject areas, and in every aspect of a child's life in school, at home and in the community. Hence, PHSE is both a distinct subject area and the thread running through everything in the school day and beyond.

### **Teaching and Learning - planning and timetabling**

The class teachers and class leads are responsible for incorporating PHSE activities into their weekly timetable and medium term planning to ensure that pupils are experiencing appropriate PHSE-based activities on a regular basis.

The class teachers are responsible for planning and differentiating the learning activities, taking into account the specific needs of individual learners and identifying the additional support to enable the learner to participate. The multi-professional team are consulted when appropriate to identify the additional support and/or resources required to meet a child's learning needs.

## **Quality Assurance**

The curriculum lead for PHSE is responsible for monitoring the quality of PHSE teaching and learning throughout the school. Class teachers will submit evidence of PHSE learning for scrutiny during the whole school moderation cycle.

## **Assessment and Tracking of Progress**

The methods we use for assessing and tracking learning in progress in PHSE are those we use for other subject areas of our curriculum. The majority of assessment takes place through formative assessment, including - observation of the learner during direct and indirect PHSE activities, analysis of their classwork (verbal, written or otherwise), and observations during interactions throughout the pupil's day.

For some pupils, progress towards their PHSE targets will be tracked via the database b-Squared. For others, at least one of their MAPP targets will relate to the PHSE curriculum and will be assessed and tracked via MAPP by observing developments in the learner's fluency, the levels of prompting needed, and their ability to generalise and maintain their skills.

For all pupils, assessment is a tool to enable the teacher to identify the appropriate next step in learning and plan activities to support the learner to reach their learning target. We operate a spiral curriculum which gives pupils opportunities to re-visit areas of learning in a variety of contexts in order to consolidate and deepen understanding. This process of re-visiting previous learning supports learners to fill gaps in their knowledge and develop confidence at that particular stage before moving on to the next step of their learning

The evidence of pupil's progress will be stored in the pupil's IEP folder. In addition to the data through B-squared and MAPP, there will usually be annotated forms of pupil work such as written work, art and design; photographs, video and teacher descriptions of pupil progress. A pupil's IEP can contain evidence of learning which is not directly related to their specific learning targets within their IEP but which provides further evidence of development of skills and understanding and reflects the positive progress the learner has made. Hence, the learner's IEP should reflect and celebrate all of the learning that a pupil has achieved throughout the year and by doing so will show the breadth of learning within the PHSE curriculum.

## **Staff training**

Staff involved in the planning and delivery of PHSE activities are invited to identify any CPD training needs that would be of benefit to them and contribute to the quality of teaching and learning of PHSE. Similarly, staff are invited to identify any aspect of the curriculum that they feel would be enhanced by input from an external contributor. Teaching Assistants should first discuss any specific needs and/or requests with the class teacher. Class teachers should bring requests to SLT for consideration.



PHSE training and developments will be organised by the curriculum lead, Valerie Henry, in consultation with SLT and will take place during Training Days and Twilight sessions as required. These sessions will be used, for example, to up-date staff of any developments, consult with staff regarding any policy changes, and to provide in-school training. There will be opportunities for staff to share good practice. When appropriate and manageable within the training budget, external professionals will be invited to school to provide training and address any CPD needs of the staff team.

### **Links to other school policies and areas of the curriculum**

This policy supports, and is supported by, the following school policies -

- Safeguarding Policy
- Anti-bullying Policy
- Confidentiality Policy
- Drug Policy
- Careers Policy
- E-Safety Policy
- Intimate Care Policy
- Sexual Health and Relationships Policy
- Equality Policy
- Visitors to School Policy
- Transgender Friendly School Policy
- Draft Policy for Race Equality and Cultural Diversity
- Spiritual, Moral, Social and Cultural Policy
- Assessment Policy
- Curriculum Policy

All policies can be accessed via the school website.

### **Communication with parents and other stakeholders**

- **Parents**

This policy is available to view through the school's website.

Parents will be invited to school for an 'PHSE Information Parent's Session' to learn about the PHSE policy and will have opportunities to ask questions and find out how we implement PHSE (including Relationships and Sex Education) throughout the school.

Parents will be able to ask questions about their child's learning during the termly parent-teacher meetings. One of these will be the Annual Review of their child's EHCP, during which parents will have the opportunity to discuss their child's progress towards specific

PHSE targets, as well as any other matters in connection with their education, well-being and progress.

The Relationships and Sexual Education Policy gives information relating to parents' rights to withdraw their child from the sex education strand. Please refer to the RSE policy for the full details. Parents will be informed of their rights in writing and at the Parent's Open Afternoon. Consent letters will be issued for parents to complete before any teaching and learning relating to sex education begins in class.

- **Governors**

The curriculum lead for PHSE will attend a Governors' meeting to inform the Governors of the PHSE and RSE policies and the implications of the policy for pupils, staff and the wider school community.

Governors are invited to take Learning Walks around school throughout the school year to observe learning and teaching, which will include PHSE activities .

- **Pupils**

The pupils in our school have a wide range of communication abilities, and are supported, to develop their ability to express their needs and views and to make choices. We aim to gather the views of our pupils, about their experiences at school, at a level appropriate to their skills and understanding. Pupils will have opportunities to express their opinions about their experiences of learning in PHSE. We will listen to their views and make changes to our policy and PHSE programme as required to ensure that pupils are receiving a high quality teaching and learning suited to their needs.

### **Policy review date**

This policy will be reviewed annually by the Curriculum Lead for RHSE/PHSE, Valerie Henry.

The policy will be due for review by [date]

The up-dated policy will be checked and approved by the Head Teacher, Penny Derries, and by the Governor responsible for safeguarding.

This will ensure that the school meets the new statutory requirements for PHSE and RSE from September 2020 and offers all of our pupils their entitlement to a curriculum that prepares them for life.