PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY
PSHE Policy

Aims for the school curriculum

- The school curriculum aims to provide opportunities for all pupils to learn and to achieve to their full potential.
- The school curriculum aims to promote pupils’ spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Rationale

The importance of personal, social and health education

Personal, social and health education is fundamental for children and young people with SEN in understanding life as well as developing life skills and appropriate behaviour patterns. The aim of PSHE at Rainbow School is to teach skills that are necessary for independent living, diverse social experiences and a healthy, safe lifestyle.

It enables pupils to develop confidence, self-respect and to establish effective relationships with others. It provides them with the opportunity to develop an understanding of what is right or wrong and why. It also allows them to experience and respond to cultural and religious events and encourages students to celebrate differences.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum.

PSHE areas involve:

- Keeping Healthy
- Keeping Safe
- ‘About Me’ (Self-awareness and expression)
- ‘Me and others’ (Developing relationships with people)
- Growing and changing (Including puberty)

Forms of curriculum provision

PSHE is not confined to a specific timetabled occasion. At Rainbow School PSHE is taught throughout the school day. Pupils are encouraged to be independent within their daily school routine. Specific objectives are highlighted for each pupil within their individual teaching plan.

- Through other subject/curriculum areas
  - Art & Design: Sharing equipment, waiting their turn, working in a group
  - Knowledge and understanding of the World: working as part of a group, waiting their turn, health, safety and the environment, sex education, different means of communication.
Physical Education: learning about health and safety, turn-taking, development of personal and social skills through team and individual activities, games and sports.

Literacy: developing communication/social skills, turn taking, sharing.

Mathematics: Gaining independence/living skills learning about money, measurement and time.

Assembly times: through sharing work and achievements.

ICT: learning to access relevant materials

Students also receive pastoral care and guidance from their 1:1 tutors, and wider class teams.

The framework for PSHE

- Developing early learning skills
  - Imitation skills
  - Listening to others
  - Participating in activities

- Developing confidence and responsibility and making the most of their abilities
  - Making choices
  - Self-esteem
  - Self-knowledge
  - Learning to tolerate

- Developing independent skills
  - Self-help skills
  - Personal Hygiene
  - Healthy lifestyles
  - Body and gender awareness

- Developing Social Skills and good relationships
  - Requesting attention
  - Sharing
  - Turn-taking

Planning

The PSHE curriculum is planned from September to July and covers 5 themes. From these 5 themes, Long, Medium and Short Term Planning is constructed. Long Term Planning lists the themes to be taught over each half term along with an overview of the topic areas within each theme that is to be covered (See Appendix 1).

The Medium Term Plan distributes topic areas within a theme into weeks across the half term (See Appendix 2). Depending on group ability, topic areas may run for 1-3 lessons. In any instance where one topic area is covered for a longer than one lesson, learning from the previous lesson will continue to be built upon and different resources used to extend learning and generalization of concepts, skills and responding.

Short Term Planning consists of group lesson plans and are planned and reviewed on a week by week basis (See Appendix 3).
Teaching overview

The teaching of the PSHE curriculum is delivered in a variety of ways, is learner specific and dependent on developmental and chronological age, as well as skill ability. A variety of teaching styles are used. Some learners may access the PSHE Curriculum through all three teaching styles, whereas for some learners it may be more appropriate for them to only access it through one or two of the teaching styles. Table 1 depicts each teaching style and how the pupil will access learning and curriculum.

Table 1: Summary of teaching style, curriculum content and frequency of delivery

<table>
<thead>
<tr>
<th>Teaching Style</th>
<th>Frequency</th>
<th>Content delivered</th>
<th>By who</th>
<th>Learning Outcome Reviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group (Planned)</td>
<td>Once a week, 30 minutes</td>
<td>LTP</td>
<td>Class Leader</td>
<td>Weekly</td>
</tr>
<tr>
<td>Individual (IEP) (Planned)</td>
<td>Daily for 15 minutes</td>
<td>AFLS, ABLLS-R, EFL, Hierarchy of Skills Lists</td>
<td>1:1 Tutor</td>
<td>Daily</td>
</tr>
<tr>
<td>Incidental</td>
<td>In-situ</td>
<td>Guided by PSHE Framework</td>
<td>1:1 Tutor</td>
<td>In-situ</td>
</tr>
</tbody>
</table>

Group Lessons
Themes and topic areas run throughout the key stages: Keeping Healthy; Keeping Safe; ‘About Me’ (Self-awareness and expression); ‘Me and others’ (Developing relationships with people); Growing and Changing (Including puberty). Progress through the topics is based on appropriateness for the individual children. Differentiated resources are used based on developmental and chronological age. For gender specific topic areas e.g. menstruation, masturbation, pupils are grouped together as females or males.

Individual Lessons
Alongside group lessons all pupils have at least one individual PSHE related target. These targets will link directly to the framework in most instances. Targets for teaching are identified and selected from our assessment tools (See Appendix 4). All individual PSHE related targets are part of the pupils Individual Education Plan (IEP) and are taught daily by the 1:1 tutor.

In order to ensure that the most functional and essential skills are being targeted for teaching on IEPs, Rainbow School staff have developed a ‘Hierarchy of Skills’ assessment and skills tracker (See Appendix 5) for the following topic areas:

- Menstruation
- ‘Stranger Danger’
- Puberty and Masturbation
- Crossing the road
- Keeping safe at home
- Medication and Health
Each hierarchy list details the specific skills that are needed in order to achieve success and be independent in the complex concept that is being taught. They have been compiled from a variety of assessments; relevant behaviour analytical research and qualitative methods e.g. conversations with parents and associated groups. (N.B. The development of the hierarchy’s grid structure and the language used was based Dr. Pat McGreevy’s Essential for Living (EFL) assessment).

Skills are graded from most functional skills e.g. the skills we can’t live without, to least functional skills. Least functional skills are still relevant to learn, however are not essential for living. Within this grading, skills are coded by the following 4 categories: must have skills; should have skills; good-to-have skills; nice-to-have skills. For each pupil, individual targets are identified from the most relevant hierarchy, and are selected from within the must-have skills first. Once the must-have skills are acquired, targets are selected from within the should-have skills, leading to good-to-have and finally nice-to-have.

**Individual targets**

Individual targets are selected from one (or more) of the assessments listed below and are placed on students’ Individual Education Plans (IEPs). Please note that targets may be presented as early communication skills or self-help skills in certain cases.

**Assessment**

Assessment Basic Language and Learning Skills – Revised (ABLLS-R)
Assessment Functional Living Skills (AFLS)
Verbal Behaviour Milestones Assessment Placement Program (VB-MAPP)
Hierarchy of Essential PSHE Skills (Designed)

**The importance of Sex, Relationship Education (SRE)**

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. Our primary aim, through SRE, is to teach our students how to respect themselves and others, with a secondary aim of enabling our students to move with confidence from childhood through adolescence into adulthood.

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

**How SRE will be planned and taught**

Please refer to the teaching overview of the policy section for a comprehensive outline of how this content will be covered in lessons.

If parents feel that they do not wish their child to be taught SRE they have the right to withdraw their students from those lessons, and an alternative will be provided to them.
Proactive Approaches

The school are committed to taking a proactive approach to the introduction of our PSHE curriculum. On entry to Year 5, parents are invited to attend a meeting to discuss cultural preferences, concerns and possible targets for teaching. These targets and the pupils’ progress throughout the PSHE curriculum will also be reviewed with the parents on entry to Year 7, Year 9 and Year 11.

Resources (See Appendix 6)

- Tanner Stages Document
- Essential for Living (Dr. Patrick McGreepy)

Last reviewed and updated: Oct 2016
Previous reviews: July 2010, Oct 2011 and Oct 2013
Next review date:
Review group: