



# Rosebank School

Learning together, celebrating success

## PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP POLICY

<b>DATE OF THIS POLICY:</b>	<b>May 2023</b>
<b>Ratified by governors:</b>	May 2023
<b>Frequency of update:</b>	Every 2 years
<b>Due for revision:</b>	<b>May 2025</b>
<b>Person responsible:</b>	Tracy Erasmus

**The next revision date is:**

Review Date	Changes Made	By Whom
15 May 2023	Change from Following the PSHE Association's Planning Framework to Following Twinkl Life Scheme of Work	Tracy Erasmus
15 May 2023	Change from following a three year rolling programme to a four year rolling programme	Tracy Erasmus

**ROSEBANK SCHOOL**  
**CURRICULUM POLICY FOR**  
**PERSONAL, SOCIAL, HEALTH, AND CITIZENSHIP EDUCATION**

**INTRODUCTION**

Personal, Social, Health and Economic (PSHE) Education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for the opportunities, responsibilities and experiences of adult life.

In order for children to embrace the challenges of creating happy and successful adult lives, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. High quality, evidence-based and age-appropriate teaching of PSHE helps pupils develop resilience, and to know how and when to ask for help.

**RATIONALE AND ETHOS**

PSHE has an impact on both long term academic and non-academic outcomes for pupils, helping pupils go on to achieve the best outcomes in employment, independent living, health and community participation, as outlined in the SEND Code of Practice (January 2015), Preparing for Adulthood from the Earliest Years.

In line with the Rosebank Special school's mission statement, listening-responding-learning, we endeavour to deliver a comprehensive PSHE curriculum including Relationships and Sex Education through "listening and responding" to our stakeholders and allowing our pupils to learn in a "safe space" environment.

**LEGISLATION AND GUIDANCE**

This PSHE Policy has been written to ensure Rosebank Special School meets the requirements of the National Curriculum 2014 for Science and the Statutory Framework for Personal, Social, Health and Economic (PSHE) Education and Citizenship for Key Stages 1 and 2.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadbased curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life. This PSHE Policy also takes into account the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019)', 'Teaching Online Safety in School (June 2019)' and 'Parental Engagement on Relationships Education (October 2019)'.

From September 2020, Relationships Education and Health Education are compulsory in all

schools providing primary education. At Rosebank Special School, both Relationships Education and Health Education are taught through the implementation of Twinkl Life PSHE Scheme of work and the Zones of Regulation Program.

## **CURRICULUM DESIGN**

Rosebank Special School's topic based programme of study for PSHE was developed through a culmination of:

- *The Twinkl Life PSHE Scheme of Work which is fully in line with the PSHE Association Programme of Study and meet all updated curriculum guidance for Statutory Relationships and Health Education since 2020*
- *The Zones of Regulation: A Curriculum designed to foster Self Regulation and Emotional Control*
- *The AET Autism Progression Framework.*

The PSHE curriculum is based on a four year rolling programme and aims to prepare children for life in modern Britain, promote mental health and emotional wellbeing through three core strands:

- *Health and Wellbeing*
- *Relationships (including Sex Education)*
- *Living in the Wider World*

The intended outcomes of our PSHE and RSE (Refer to RSE Policy) curriculum are to enable the children:

- *to develop confidence and responsibility and to make informed choices regarding personal and social issues*
- *to prepare pupils to play an active role as citizens*
- *to develop a healthier, safer lifestyle*
- *to develop good relationships and respect differences between people*
- *to develop confidence in talking, listening and thinking about feelings and relationships*
- *are able to name parts of the body and describe how their bodies work*
- *to protect themselves and know how to ask for help and support*
- *are prepared for puberty.*

## **SAFE AND EFFECTIVE PRACTICE**

PSHE is delivered confidently and effectively using a number of teaching strategies including:

- *Ground rules: A set of ground rules to help teachers create a safe environment in which they don't feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. This will be developed within in each class group taking into account pupils social, emotional and communication needs.*
- *Distancing Techniques: Teachers will avoid embarrassment and protect pupils privacy by always depersonalising discussions through role plays, case studies, invented characters, appropriate videos and project learning.*
- *Dealing with Questions: Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. This can be established through*

*Ground Rules, referring pupils to the family liaison officer, answering questions on an individual basis using a "park it" methodology and raising any concerns through Rosebank Special School's Safeguarding Policy*

- *Project Learning: Pupils may take part in a structured activities, working in groups, circle time, case studies and teachers may provide factual information in written and symbol format for pupils to keep for future reference.*
- *Reflection: Reflection is used to support pupils to consolidate what they have learned and to form new understanding, skills and attitudes. This may be done through the appropriate use of questions.*

All staff will be supported through training and access to appropriate Twinkl and PSHE Association Approved resources, Autism Education Trust Resources such as Tools for Teachers and Zones of Regulation Resources.

## **SAFEGUARDING**

Teachers are aware that effective PSHE and RSE, which brings and understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If such a disclosure occurs teachers will consult with the designated safeguarding lead and record the disclosure following Rosebank Special School's Safeguarding Policy. In addition, all staff are required to read "Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges on an Annual basis.

## **STAKEHOLDER ENGAGEMENT**

This PSHE Policy was developed in consultation all stakeholders – including staff, governors and parents/carers – in order to meet the needs of the local community. The views of pupils also help shape the content of PSHE at the school. Consultation with parents/carers was carried out in-line with DfE guidance 'Parental Engagement on Relationships Education (2019)' Rosebank Special School recognises that parents/carers are the prime educators for children on PSHE matters. As such, the school seeks to work in partnership with parents/carers, in a relationship of mutual understanding, trust and co-operation through the Family Liaison Officer. In addition the school endeavours to:

- *Consult parents/carers on the purpose and content of the school's programme of study for PSHE, explaining clearly what will be taught and when.*
- *Inform parents about the school's approach to PSHE, making planning and resources available on request.*
- *Make this PSHE Policy available via our school website – a paper copy can be made available on request.*
- *Answer any questions that parents/carers may have about the education of their child.*
- *Notify parents when Sex Education will be taught.*
- *Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from Sex Education.*
- *Take seriously any issue that parents/carers raise with staff or governors about this PSHE Policy or the arrangements for PSHE in the school.*

## **MONITORING, REPORTING AND EVALUATION**

Pupils' understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in groups. Formal Assessment will be completed using The AET Autism Progression Framework and recorded on Onwards and Upwards. The AET Progression Framework is a comprehensive interactive assessment tool for children and

young people on the autism spectrum in mainstream or specialist early years, schools and post 16 settings. It is designed to support staff in identifying learning priorities and measuring progress in areas that relate closely to autism 'differences' as identified within other AET materials and the impact of these on pupils' social, emotional, independence and learning needs.

