



PSHE Policy

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PSHE Policy

Policy content and rationale

This policy covers Fairfield School's approach to the planning, delivery and assessment of PSHE in school, both as a discreet subject and as an integral part of the wider curriculum, and reflects the school's wider aims and values. It has been produced through consultation with teaching staff, in order to best reflect the needs of all pupils in school. Pupils have been involved in the creation of this policy through consultation with the school council and with the support of school staff, in order to best reflect the unique pupil voice of learners at Fairfield School, who may otherwise lack the necessary ability to independently communicate their needs and concerns.

Policy availability

Parents and carers will be informed about the policy through the school newsletter and the policy is available to parents and carers via the school website. If you require this policy in a different language, please contact the school office.

Policy aims and objectives

Our PSHE education programme is underpinned by the school values of 'celebrating and promoting achievement through a personalised, challenging and fun curriculum'. PSHE education at Fairfield School seeks to enable pupils to have a voice and to make independent choices, while developing independence and skills for life that will prepare them for the wider world. We will ensure a supportive and safe environment for the delivery of PSHE education in school and will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support in line with Fairfield School's safeguarding policy. We promote diversity and inclusion and will consider all pupils' needs by taking into account the age, ability and cultural backgrounds of all learners. We recognise the right for all pupils to have access to PSHE education learning which meets their needs. Teaching and learning will be developmentally appropriate and reflect individual needs through a personalised curriculum, to ensure that all learners can fully access PSHE education provision.

Intended outcomes

As a result of our PSHE programme of learning, pupils will be able to:

- Develop and maintain positive relationships and interactions with others
- Experience taking and sharing responsibility
- Feel positive about themselves and others
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible
- Carry out or take part in daily personal living routines

- Make real decisions (with support where necessary so that they can act upon them)
- Take part in group activities and make contributions
- Reflect on their perceptions and experiences
- Recognise and celebrate their achievements and successes

Teaching and Learning

Principles and methodology

At Fairfield School, we recognise that a discrete programme of PSHE lessons will not suit all our learners, and that the skills and abilities promoted through PSHE education are applicable across the curriculum. As such, PSHE education may be embedded throughout the school day in a wide range of activities, particularly for learners in the pre-formal pathway. The PSHE curriculum may link to learning intentions and implementation in other areas of provision; for example, the use of communication is vital to making choices or expressing feelings and opinions; and aspects of the physical curriculum may link to topics such as healthy living. By placing PSHE at the heart of the curriculum at Fairfield, we will help pupils make connections between their learning and 'real life' behaviours and situations.

Planning, delivery and assessment

Each pathway will have its own appropriate long and medium term plans that reflect the needs and abilities of individual learners. Teaching and learning is broadly based on the topic areas outlined by the PSHE Association Framework for pupils with SEND, which is divided into six sections:

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live in (Living confidently in the wider world)

The delivery of PSHE across the school will be determined by a number of factors including learners' age and physical and developmental abilities. Learners in the pre-formal pathway will follow a less structured PSHE programme of learning that is embedded into the timetable throughout the day and responds to individual needs. Learners in the Semi-formal and Formal pathways may require more focussed PSHE/RSHE lessons. Learners will follow a spiral curriculum, linking termly themes to sections of the PSHE Association framework for SEND. This will allow learners to return to topics over the course of their studies, enabling them to further embed learning.

The timetabling of more sensitive topics, such as Relationships and Sex Education (see RSHE policy) or aspects of Health Education such as puberty or menstruation, will be determined

by class teachers in order to respond to individual needs. Although teaching and learning will generally follow the topic areas outlined in long and medium term planning, the delivery of teaching can be flexible in order to reflect the personalised curriculum followed at Fairfield and respond to individual needs as and when they arise.

The framework allows teachers to link evidence recorded using Evidence for Learning to wider PSHE learning outcomes across the curriculum, including the four key areas of learning (Cognition and learning; Communication and Interaction; Social and Emotional; Sensory and Physical). Outcomes from the PSHE Framework may also be used to inform specific EHC targets.

PSHE education will also be recorded and monitored through individual case-studies, which will enable teachers to assess the impact of PSHE-related teaching and learning on individual learners. In Post-16, learning outcomes will also be linked to the outcomes from the ASDAN Personal Progress programme of learning.

Teaching responsibility and staff training

Lead teachers for PSHE and RSHE

- Support the development and implementation of the PSHE policy
- Develop the school's PSHE curriculum and delivery model
- Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach PSHE-related subjects
- Provide teachers with resources to support PSHE delivery
- Monitor and evaluate the effectiveness of PSHE and support teaching staff if required
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the PSHE/RSHE curriculum

All teachers

- Know and act in accordance with the PSHE policy
- Ensure teaching and learning is appropriate to individual learners' understanding and level of ability
- Understand and implement the PSHE Association framework for SEND at an appropriate level and evidence achievements using Evidence for Learning
- Reflect the law (including the Equality Act 2010) as it applies to sex and relationships
- Consider how their personal views and/or beliefs might impact their teaching of PSHE
- Monitor pupil progress in line with school policy
- Report any concerns about PSHE teaching to the lead teacher and/or senior leader
- Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy)
- Share any concerns they may have about teaching PSHE with the lead teacher and/or Headteacher

Safeguarding and Confidentiality

In managing PSHE/RSHE, all staff need to have regard for issues of confidentiality. Adults cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to pupils. There may be times when a pupil wishes to confide in a member of staff. Pupils and students need to be aware that school staff cannot guarantee absolute confidentiality. Fairfield School Safeguarding Policy outlines areas of responsibility and referral procedures should a pupil confide in a member of staff regarding a matter causing concern. It should be only in exceptional circumstances that sensitive information is passed on against a pupil's wishes, and even then the school will inform the pupil first and endeavour to explain why this needs to happen. These exceptions are defined by a moral and professional duty to act upon.

Linked policies

This policy should be read in conjunction with the following policies and documents:

- Relationships, Sex and Health Education (RSHE) Policy
- PSHE Association planning framework for pupils with SEND
- Safeguarding & Child Protection Policy
- Online-Safety Policy
- Pupil Attendance Policy
- The Prevention of Radicalisation and Extremism
- Anti-Bullying Policy
- Whistleblowing Policy
- Intimate Care Policy

Parental / Carer Involvement

Fairfield welcomes and encourages support from parents/carers and governors, and seeks ways to enhance this involvement where possible. Parents should be made aware by staff that Fairfield School has a policy on PSHE and considers their support essential.

Parents will be consulted and encouraged to be involved with programmes or procedures relating to their child's specific needs. Fairfield School informs parents about aspects of PSHE they are delivering to build a stronger dialogue between school and home. This will assist parents to be clear about what is being taught and are reassured that good PSHE/RSHE will give their children the knowledge, skills and confidence to make informed, safe choices. Parents can view the materials used in school and discuss the content of the PSHE/RSHE programme with school staff. For further detail on the delivery of Relationships and Sex Education in school, please see the linked RSHE policy.

Policy review

The governing board is responsible for approving this policy.

The policy will be reviewed on an annual basis by the PSHE/RSHE subject lead and the Headteacher. Changes will be communicated to all staff and parents and will be approved by the Governing Board.

The review should consider any changes to statutory guidance; feedback from pupils, parents or staff; and the school context.

Reviewed February 2022

Next Review: February 2024