



# **Downs View Personal, Social, Health Education Policy (PSHE)**

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## **Introduction**

Personal, social, health education provides a curriculum context for the personal and social development of young people.

The pupils at Downs View School and students at Downs View Link College have a range of special needs: severe and moderate learning disability, autistic spectrum conditions (ASC), physical and sensory impairment, profound learning difficulties and social, emotional and mental health difficulties. These special needs imply a significantly modified curriculum requirement in all areas. Some of the special needs of children in the school and college, such as autistic spectrum conditions or profound and multiple learning difficulties (PMLD), would imply highly significant modifications to the structure and delivery of the PSHE curriculum.

## **Rationale**

The PSHE curriculum underpins and permeates the whole school curriculum. It recognises the need to support our students in understanding their role in society, how they can contribute to their community and society as a whole. Where appropriate, students are encouraged to understand their own disability. This is differentiated to meet the needs of individual pupils and students and is done through Just Right as well as through more specific sessions such as Autism awareness at DVLC. Through the PSHE curriculum pupils learn to how to care for themselves and others, to develop those independence skills that will enable them to make choices and decisions in their lives. The curriculum ensures that all pupils are empowered to work towards their potential in life.

The achievement of the maximum level of personal autonomy possible for each pupil or student is a central aim of Downs View School and Link College. Personal growth, which is the acquisition of autonomy, is therefore integral to the aims of the school. Knowledge, skills and understanding about the individual and her/his relationship to families, partners or carers, as well as wider social groups are essential underpinnings to personal growth. Also important to the autonomy of the individual, is the mastery of daily personal competency skills. These are therefore emphasised in our PSHE curriculum and through our skills curriculum and the assessment of skills on skills ladders.

## **The aim for the study of PSHE**

The aim of personal, social, health education at Downs View is to support all pupils to be healthy, happy, safe and as independent as possible. Through the PSHE curriculum we support pupils by responding to understand and value themselves as unique individuals; and to be responsible, caring, happy and productive members of society.

## **OBJECTIVES:**

### *For the individual*

- To develop a positive self image, high self esteem and realistic expectations
- To develop effective communication strategies to express feelings and self advocacy skills
- To reach their full potential through the PSHE curriculum
- To keep themselves safe and healthy
- To be as independent as possible
- To engage and participate in their community (school, college, local)
- To acquire a sense of social and moral responsibility
- To help pupils recognise and manage opportunities for learning, work and leisure
- Where appropriate to develop an awareness and understanding of their disability as appropriate

### *Relationships with Others*

- To develop a sense of self
- To develop and enjoy friendships and relationships
- To develop an understanding of appropriate interactions
- To build safe and healthy relationships with others
- To respect the differences between people and how they live

### *Society*

- To understand the contributions they can make to their community
- To be active members of their community
- To understand the basic structures which contribute to a fair and equal society
- To develop an understanding of local, national and international issues as appropriate

*Pupils throughout the school are taught to develop strategies for choice & decision making, problem solving, working with others, self-regulation and independence and self-help skills as an intrinsic part of all daily routines.*

## **Relationships and Sex Education (RSE)**

Please read the full RSE policy (staff shared drive, under policies\PSHE) for the detailed breakdown of this area of study. Please also see RSE Key Areas for an idea of curriculum covered.

Relationships and Sex Education is taught as a legal requirement at all ages using approaches relevant to the age and ability of the pupils. However, we are strongly of the view that the biological dimensions of sex education should not be

taught in isolation from the development of personal skills, values, attitudes and relationships that are an integral part of sexual wellbeing. We believe that all people have a right to the appropriate expression of their sexuality. We would also consider that due regard should be given to moral considerations and family life. Such regard should take account of the range of family and social groupings that exist, particularly those which may be the experience of children and adults with learning disabilities such as shared care arrangements and group homes.

Our Relationships and Sex Education programme is shared with parents. Parents have the right to withdraw pupils if they have strongly held objections to its content – full details of this can be found in the RSE policy on the school website. Our programme of sex education is planned to meet pupils' differing needs and abilities and to help them develop awareness of their bodies and emotions, keeping safe and healthy, approaching the choices they have to make with self-esteem, confidence and tolerance for others. Sensitive issues such as; abortion, contraception, sexual orientation, sexually transmitted diseases and the appropriate expression of adolescent sexuality will be addressed within small groups and occasionally individually based on the needs of the students.

### **Drugs and Alcohol Tobacco Education (DATE)**

Please read the full drugs and alcohol policy (staff shared drive under policies\PSHE) for the detailed breakdown of this area of study.

At Downs View our drug education will focus on keeping pupils safe and healthy. Our DATE aims to develop pupil's knowledge and understanding of what drugs are and how to stay safe. We group and teach material appropriate to the need and ability of the pupil. Refer to the DATE policy for further information.

### **Bereavement and loss**

Bereavement and loss is part of the PSHE curriculum and is addressed and taught sensitively and appropriately when teaching about families, relationships and life cycles.

### **Personal skills**

Through our PSHE curriculum there is a focus on the development of personal skills to support our pupils to be as independent as possible. These skills include: dressing, using the toilet, personal hygiene and eating meals. We have a strong focus on developing communication and social interaction while keeping safe and healthy in their communities and relationships.

## **Living in the wider world-Citizenship**

Citizenship focuses on teaching pupils to be thoughtful and responsible citizens and their role in society. It promotes spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. Through our teaching pupils will develop an understanding of the diverse society that we live in and how society works.

## **Careers Education & Guidance**

The three broad aims of effective careers education and guidance as set down by QCA:

- *self development*
- *career exploration*
- *career management* (QCA Learning outcomes from careers education & Guidance 1999)

For pupils with SLD and PMLD the notion of 'career' terms of work and jobs only addresses a very small proportion of pupils at Downs View and we must therefore regard careers education guidance in the broadest of senses

- *recognise their potential*
- *understand their opportunities*
- *develop their capabilities, including key skills*
- *decide which path is best for them*
- *link what they learn in school with life outside, and their future steps*

*(DFEE School improvement: How careers work can help 2000)*

Through a pupil's transition plan at year 9 and beyond, pupils, their families and carers are encouraged to think about provision beyond Downs View School. Please see careers policy for further information.

## **Equal opportunities**

Please see also the school equal opportunities policy (w:\staff shared\policies)

Downs View School promotes positive attitudes to gender equality, cultural diversity, and special educational needs of all kinds. The right to inclusion for our pupils both socially and educationally is integral to our PSHE curriculum.

The school equal opportunities policy requires that all pupils will have equal access to the curriculum and wider school activities, regardless of race, gender, sexual orientation, age or disability. Pupils should, wherever possible play a role in equal opportunity issues and this intention should also be promoted through our work in PSHE.

## **Content Delivery and Organisation**

The PSHE curriculum is delivered over the 5 key stages (Key stage 5 being post 16). The curriculum is progressive and builds upon previous learning in earlier key stages but also acknowledges the different developmental stages within each key stage. For example, a key stage 4 pupil with profound and multiple learning disabilities will access the key stage 4 scheme rather than earlier key stages although the context and content will be adapted as appropriate to their needs.

The three areas of the PSHE curriculum are Relationships and Sex Education (RSE) Health and Well-being, Living in the wider world- citizenship. Within Health and Well-being we focus on key areas such as being happy, safe and healthy at school or college

Accredited courses maybe identified to support the implementation of PSHE as appropriate.

## **Curriculum Organisation**

PSHE is taught through on going and discreet sessions as well as a weekly timetabled session. Cross curricular links are embedded through teaching.

## **Subject Area Management**

It is the subject leader's responsibility to oversee the PSHE curriculum in order to support the delivery of well-planned and differentiated teaching across the key stages.

## **Resources**

The PSHE area will carry its own budget. Responsibility for the budget will be with the subject leader. The subject leader is responsible for purchase, storage and monitoring of PSHE materials.

## **Staff Training and Support**

It is the subject leader's responsibility to support the teachers in implementing the PSHE curriculum. The subject lead should arrange and oversee training as required.

## **Assessment**

PSHE will be assessed on Onwards and Upwards. Termly targets will be set and assessed for pupils and recorded on Areas of learning. These are shared with parents. EHCP objectives are reviewed annually.

## **About this Policy**

This policy was reviewed by Juliet Hudson and Juliette Clitheroe in January 2025 and will be reviewed in January 2027.

This policy should be regarded as a summary of issues regarding the whole area of PSHE. More detailed policies exist for RSE, drugs and alcohol education, citizenship, equality, anti-bullying, child protection, health and well-being and communication. These can be found in the relevant sections of the Policies section of the staff shared (W) drive on the school server.