

The Teaching of PSHE at Newfield including RSHE

This Policy reflects this teaching of PHSE at Newfield school across each age phase and pathway. It also outlines how we approach statutory RSHE content and signposts where to find this policy for secondary age students.

Aims

Our PSHE curriculum at Newfield is designed to “equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions” (National Curriculum updated 2020.) On a wider level we aim to promote independence, understanding of healthy lifestyle, effective communication, regulation, social interaction, healthy relationships and safety, both on and offline.

PSHE is taught in a meaningful, age appropriate and developmentally appropriate way throughout each age phase and pathway, from EYFS to Post 16.

RSHE/RHE

Relationships and Health Education is delivered here at Newfield in a developmentally appropriate way across primary, with the sex education element being introduced from Key Stage 3.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

More information on this can be found in our RHSE Policy below which outlines the key elements addressed at each stage.

<https://www.newfield.org.uk/perch/resources/policies/relationships-and-sex-education-policy-2.pdf>

What does PSHE look like at Newfield School?

Explorers (Early Years and Key Stage 1)

All pupils begin in our Explorers classes, these are our Early Years Foundation Stage and Key Stage 1 pupils, PSED is one of the seven areas of learning in this stage.

Staff practice the three principles of effective teaching and learning;

- playing and exploring
- active learning
- creating and thinking critically

The Explorers curriculum at Newfield supports pupils to:

Self-Regulate:

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Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Manage-Self :

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understand the importance of healthy food choices

Build Relationships:

Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Pupils will also learn about families and people who care for them, friendships, respectful relationships and how to keep themselves safe. They will also learn about physical and mental health including healthy eating and personal care.

As previously mentioned, our Explorers provision is for learners in Early Years and Key Stage 1, therefore we ensure coverage of both the EYFS Statutory Framework and the statutory elements for Key Stage 1: [Planning Framework for Pupils with SEND \(pshe-association.org.uk\)](https://www.pshe-association.org.uk) by referring to the guidance for RSHE and by using the PSHE association's framework for SEND. [Relationships Education, Relationships and Sex Education and Health Education guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

More information about our Explorers curriculum can be found here.

<https://www.newfield.org.uk/curriculum/explorers/curriculum>

Key Stages 2-4 Pre-formal

Our pre-formal, non-subject specific learners at Newfield develop skills in four areas; Cognition and Learning, Communication, Physical and Sensory and Independence and Community.

This enables them to learn through exploration and play, giving them transferable skills for if they were ready to move onto the semi-formal curriculum.

The Independence and Community skills section of the curriculum covers areas linked with the semi-formal and formal pathway.

We also offer next steps for our learners via our 'Pathfinders Skills', for those who are starting to engage in more subject specific activities. These can be found at the beginning of our PSED Skills Framework and merge into our semi-formal curriculum.

More information can be found on our pre-formal section of the website here

<https://www.newfield.org.uk/curriculum/pre-formal>

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Key Stage 2 Semi-formal and Formal

We use a spiral approach to learning on our semi-formal pathway so that topics are regularly revisited to ensure that skills and information taught becomes knowledge over time and so that pupils can keep themselves safe and healthy when they leave Newfield School.

Planning and the curriculum

We cover topics based around the PSHE Association's Planning Framework for SEND. The framework has been adapted at Newfield to suit the ability of our learners.

The topics covered come under 6 main areas of learning and are broken down into sub-headings. These are mapped out across each key stage to ensure a broad and meaningful coverage of each topic, re-visiting different areas and building on understanding.

The topics are inclusive of statutory Relationships and Health Education.

We also cover topics through our everyday offer, promoting self-care, independence and social interaction throughout the school day.

The 6 areas of learning are:

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)

All topics are covered over a period of 4 years, often re-visited regularly, following a two-year cycle for lower Key Stage 2 and a two-year cycle for upper Key Stage 2.

Topics covered are:

Area of PSHE	Coverage
Self- Awareness	Things we are good at Kind and unkind behaviours People who are special to us Getting on with others Playing and working together
Self- Care	Taking care of ourselves Keeping safe Trust Keeping safe online

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	Public and Private
Managing Feelings	Identifying and expressing feelings Managing strong feelings
Changing and Growing	Baby to adult Changes at puberty Dealing with touch Different types of relationships Friendships
Healthy Lifestyles	Healthy Eating Taking care of physical health Keeping well
The World I Live In	Respecting differences between people Jobs people do Rules and laws Taking care of the environment Belonging to a community

Assessment

Formative Assessment	Summative Assessment
On-going: <ul style="list-style-type: none"> • Teacher and EHCA observation • Photos • Discussion and questioning * • Written feedback on pupil work* 	<ul style="list-style-type: none"> • Individual Skills Frameworks updated at the end of a topic • Termly Personalised Learning Plan evidence

Key Stages 3 and 4 Semi-Formal and Formal

PSHE is embedded into our Key Stage 3 and 4 curriculum much the same as the previous Key Stage, with more emphasis being on preparation for adulthood. Topics are covered over a period of 4 years, often re-visited regularly, following a two-year cycle for Key Stage 3 and a two-year cycle for Key Stage 4.

Through our spiral curriculum, we ensure that the overarching PSHE areas remain the same and then age appropriate content is woven in to the topics. These reflect the age and developmental levels of our learners, the statutory elements of RSHE (with the Sex Education beginning at Key Stage 3) and are taught at an accessible level for our learners.

Topics covered are:

Area of PSHE	Coverage
Self -Awareness	Personal strengths Skills for learning Prejudice and discrimination Managing pressure Playing and working together
Self -Care	Feeling unwell Feeling frightened/worried Accidents and risk Keeping safe online Emergency situations Public and private Gambling

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Managing Feelings	Self-esteem and unkind comments Romantic feelings and sexual attraction Expectations of relationships/abuse	Strong feelings
Changing and Growing	Puberty Friendship Healthy and unhealthy relationship behaviour Intimate relationships, consent and contraception Long-term relationships/parenthood	
Healthy Lifestyles	Elements of a healthy lifestyle Mental wellbeing Physical activity Body image Drugs, alcohol & tobacco	Healthy eating Medicinal drugs
The World I Live In	Diversity/rights and responsibilities Managing online information Taking care of the environment Preparing for adulthood Managing Finances/Money	

We also run weekly intervention groups to offer further support towards the RSE elements of the curriculum, learners can be referred to attend these groups as additional coverage where a need has arisen.

Assessment

Formative Assessment	Summative Assessment
On-going: <ul style="list-style-type: none"> • Teacher and EHCA observation • Photos • Discussion and questioning * • Written feedback on pupil work* 	<ul style="list-style-type: none"> • Individual Skills Frameworks updated at the end of a topic • Termly Personalised Learning Plan evidence

Post 16

Our Post 16 curriculum is designed to prepare our students for adulthood. The curriculum is driven and underpinned by PSED/PSHE fundamentals across the 4 Preparing for Adulthood dimensions.

It is designed to develop the skills necessary to live as independently as possible and to be active citizens in the community. It is student led, focussed around making choices and expressing preferences about activities and experiences, enriching lives and giving new experiences. It Promotes engagement with others, including participating in activities with some post 19 providers, visiting new community settings and accessing community facilities.

It prepares them for transition to adult services, community pathways, college or other Post 19 provisions. It enables them to keep themselves safe, happy, healthy and active.

Post 16 students are also involved with our intervention groups, with a focus on body awareness and keeping themselves safe and healthy.

Students work towards an ASDAN qualification and their work is evidenced via this.

Here is a link to our Post 16 curriculum to find out more <https://www.newfield.org.uk/curriculum/post-16>.

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Home Learning and Parental Engagement

Parents and teachers have frequent communication and so skills developed in school are often being worked on at home too, particularly independence, self-care skills and regulation strategies.

PSHE progression is shared with home via Evidence for Learning on a termly basis, with photographs and written comments regarding pupils' progress towards their Personalised Learning Plan, where each pupil will have outcomes linked to PSHE. This information is also shared via parent consultation meetings and annual reviews and daily updates are given via the Class Dojo app.

Parents are also invited to events such as our RSE coffee morning, to find out about what is being covered in RSE and to highlight any issues that have arisen in the home environment.

Reference List

Department for Education- Relationships Education, Relationships and Sex Education (RSE) and Health Education

Early years foundation stage (EYFS) statutory framework

PSHE Association's 'PSHE education planning framework for SEND'

Policy Reviewed and updated January 2024

Next review date January 2025

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