



P.S.H.E
Personal, Social, Health and Economic Education
Key Stage One and above

Ratifying Committee	Curriculum and Standards
Date	June 2025
Review	Annually

PSHE Policy

The Bridge School aims to provide a positive, safe and secure learning environment, where each pupil has equality of opportunity, to access a curriculum designed to meet individual needs. The expectation is that every member of the community is valued. PSHE is integral part of achieving this within school.

PSHE, RSE and Citizenship help pupils develop as individuals and as part of the community in school, in homes and in wider society. It is closely linked to British Values and Spiritual, Moral, Social and Cultural awareness. The school has a separate Relationships/ Relationships and Sex Education Policy.

Pupils' personal development is nurtured through the whole school environment. The culture and ethos of the school is treating pupils and adults with dignity, respect and providing all high quality care. It enables positive relationships to be built. Preparation for Adulthood (PfA) and Personal and Social development (PSD) of pupils is something that happens at every moment of pupils lives through daily interactions, developing independence and life-skills. It includes engagement with learning and life.

PSHE curriculum supports the personal and social development and specific skills and knowledge of pupils through taught sessions, based on prior knowledge and skills and next steps.

Rationale

Personal and Social Development is at the core of our PSHE curriculum at The Bridge School. We encourage pupils to live as independently and safely as possible the world around them, in a way that is purposeful and meaningful to them.

Our PSHE curriculum allows pupils to follow their own preferences in making relationships, working safely alongside others and developing independence. Pupils have access to a wide range of motivating and engaging multi-sensory activities to facilitate their learning and develop their personal and social skills.

Within all PSHE lessons, pupils consistently have opportunities to extend their learning. Practitioners provide differentiated support to promote independent skills, healthy relationships and develop an understanding of feelings and emotions. Practitioners work at individual levels and scaffold pupils' next steps.

At The Bridge School, we use bespoke, sequenced, small-step descriptors that outline the key knowledge and skills within PSHE. These descriptors provide an easy to use, aspirational framework that ensures all pupils make progress in what they know, what they can do and what they can remember.

Across all subjects and at all key stages, the overall intent is that the pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

Intent

At all key stages, the overall intent is that each pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

The school has mapped out:

- the intended progression of fundamental key skills and knowledge for pupils working at below pre-key stage standards that are pre-subject specific. School defines this as working at the level of Early Development (ED). The PSHE planned units of work provide a context/theme for pupils to engage in learning and to achieve pre subject cross-curricular specific skills and knowledge/targeted outcomes linked to EHCP set with parents/carers and from any advice from other professionals.
- the progression/intended sequence of learning of early foundational skills and knowledge including linked key vocabulary and concepts for PSHE, defined as Subject Specific (SS). Subject specific descriptors link to the relevant areas of the EYFS Curriculum: Personal, Social and Economic Development, Communication & Language (Speaking/ Listening and attention/ Understanding), Understanding the World (People, Culture and Communities/ Natural World), Physical Development (Fine Motor) and Expressive Arts & Design (Being Imaginative & Expressive, Creating with materials).

Early Development (ED) and Subject Specific (SS) descriptors are detailed on our online assessment system – Onwards and Upwards, and within the Curriculum Booklet – T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A SCHOOL SUBJECT POLICIES\Curriculum Progression Booklet.

- KEY concepts linked to safeguarding and consent that are fundamental- these include;

MORE/ FINISHED
YES/NO

LIKE/DISLIKE

STOP

These concepts may be taught throughout the wider curriculum or may be a specific taught activity. There may be some variation due to pupil support plans.

The Lead adult may need to break steps down into smaller steps or add or widen.

For each pupil their next step will be based on their assessed previous skills and knowledge rather than for their age or year group- it will be highly personalised. Due to the particular special needs of an individual pupil, some pupils may not have an even profile and steps may be broken down and further personalised. The curriculum provides the opportunity for pupils to access a broad and balanced curriculum at a differentiated level meeting statutory requirements.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions and relationships with others.
- independence including life-skills

Progress within the Curriculum

- For our pupils, progression is not necessarily only movement up a ladder of skills and knowledge. Lateral progression is also important in being able to apply the skills and knowledge they have learnt e.g. to different contexts, situations, with different people, in different environments.
- Retention of the foundation fundamental learned skills and knowledge to embed into the long-term memory is also important for our pupils- to know more and remember more.

Implementation

- PSHE is taught throughout the day using everyday opportunities (Appendix A). There is a culture that every lesson and every moment is an opportunity for personal development. Many aspects of the skills and knowledge progression are within the RE skills and knowledge, there are also areas covered in particular in the Science curriculum.
- Economic education is delivered through cross curricular approaches to maths, role play, money exchange activities, as well as Enterprise sessions, Hobbies and Careers units and Business and Enterprise units in Secondary phase.
- PSHE is also taught as specific subject and the teacher selects the intervention or supporting activities based on the pupils prior knowledge and skills and next steps.
- The lead adult to plan lessons and sequence of lessons to:
 - Support engagement in learning.
 - Consolidate existing skills and knowledge to retain them and embed in the long-term memory.
 - Work on next steps (understanding for some pupils this can be an uneven profile linked to their SEN) and break steps down further if needed.
 - For some pupils exposing them to the foundations of higher skills as pupils may have particular strengths or motivations and it may lay foundations for later learning.
 - Work on the application of the skills and knowledge e.g. using in a different context, with different materials, with different people or applying within a different task.
 - Work on early underpinning foundational knowledge that build into different types of knowledge e.g. substantive, disciplinary and procedural (Appendix D).

- To have varied content to widen engagement and experiences of pupils.
- The co-ordinators have planned two main delivery options for pupils' dependent on their prior skills and knowledge and some pupils may access elements from both:
 - a) Interventions and blocks of work that the teacher can select from, that cover the very early skills and relationships that are delivered as joint RE/PSHE curriculum due to the overlap of the skills and knowledge.
 - b) specific subject blocks that the teacher can select from based on the areas of assessed knowledge and skills to be revisited or next steps- these build towards areas of knowledge and skills outlined by the PSHE Association (Appendix B).
- Areas planned and taught within school are informed by the PSHE Association, National Curriculum, SMSC and British Values, Citizenship and Healthy Schools initiatives, as appropriate to pupils within the school. We offer opportunities for students to develop:
 - Self awareness
 - An understanding of emotion
 - Ability to recognise and manage feelings
 - Social skills
 - Communication skills
 - Confidence
 - Self assertiveness
 - Respect
 - A sense of belonging

Pupils can also explore healthy lifestyles, personal safety, drugs education, economic understanding and relationship and sex education, as appropriate to their individual understanding and to develop skills for life and learning.

- High quality teaching with engagement strategies outlined in Support Plans and EHCP outcomes, communication systems and integration of therapy advice where relevant.
- Time in a lesson if required to target and consolidate a specific skill, this may include a skill covered in a previous unit that may be learned or mastered with continued repetition but not covered in the current unit.
- Correct modelling by staff and addressing of any misconceptions linked to PSHE (common misconceptions)
- Exciting, motivating and varied content to support engagement with opportunities taken to enhance cultural capital within curriculum delivery in school and out of school when possible.
- Time Allocations:
 - There is no specific time allocation given by the DFE
 - Most classes in each key stage have a weekly lesson. For pupils who are working at pre-subject specific levels and pupils in specialist classes, teachers may reduce content and cover reduced units to enable other priority areas including therapy programmes to be implemented.

- There are planned work packs to support remote learning and the Lead adult of the class can provide specific work linked to the pupil and skills as needed.
- Primary and Secondary phase have a coordinator linked to the PSHE curriculum. EYFS has a coordinator for the linked area of the EYFS curriculum. The Primary and Secondary phase coordinators alongside the Heads of Phase (who oversee the phase curriculum)- See Appendix C for roles and responsibilities
- Some pupils may have specific needs that need to be carefully considered and planned for to support their access the PSHE curriculum, for example, physical disabilities, sensory impairment or sensory issues such as tactile defensiveness. Through the planning and delivery process the coordinator may need to consider the following:
 - Alternative access e.g. use of software programmes
 - Use of adapted tools
 - Providing opportunities to participate and engage with adult support to ensure pupil has access to any relevant curriculum opportunities based on prior assessment

Resources

The PSHE Co-Ordinator will be able to advise staff on resources in school and where to locate them. This includes on-line resources, unit resource boxes, detailed medium term planning, shared PowerPoints. Further shared planning and shared resource making is encouraged with the proviso that the teacher is clear for their individual pupils what they want them to learn/next steps and the planned lesson enable this learning to take place. All of these structures reduce teacher workload.

Training of staff

For new staff, there will be some essential initial training priorities e.g. Safeguarding/ Prevent, Fire and Health and Safety, Safer feeding, Safer Positioning, Moving and Handling etc. New staff induction year also prioritises underpinning skills and knowledge e.g. linked to communication and understanding and also the school ethos and values. The Lead adult will support new and existing staff in understanding the pupils work tasks and expected learning/ access for the pupils staff are working with. The Lead adult may provide some wider training on skills and knowledge relevant to the class and pupil. Staff will during their induction period and for staff on an on-going basis have training in subject knowledge. Subject training packs are completed (or in process of being amended) for staff to access. Staff can access with personal work devices. Further training is prioritised through self-review process. Training linked to the interventions within the policy are also given priority.

Terms

Definition of terms – see Appendix D

The role of staff

The role of staff is essential to the children and young people at the Bridge school developing PSHE skills.

Issues of confidentiality

All staff must adhere to the School policy on confidentiality whilst ensuring that any Safeguarding issues are managed within the Safeguarding Policy guidelines.

Health and Safety

Staff should work in accordance with the School Health and Safety Policy and risk assessments.

- Lead staff member alongside all staff are responsible for checking that there are no obvious breaches of Health and Safety guidelines.
- Lead staff member will take into account pupils individual risk assessments and their ability level when planning use of tools and equipment. Staff to assess hazards and risks specific to individual pupils' pupil.
- All staff will dynamically risk assess throughout delivery and seek advice or stop if they have concerns.
- Risk assessments in relation to equipment will be followed but with an understanding that the risks for each pupil in relation to pupil's individual profile need to be dynamically risk assessed.
- Visits risk assessments need to be completed and agreed.
- Lead adult needs to ensure that COSSH assessments have been carried out and known for materials use- see Health and Safety Support Assistant
- Electrical item checks should be carried out as per risk assessment. Visual checks on equipment and environments for safety before use should be carried.
- Lead adult ensures assessments are compiled and followed for all visits and permission has been granted.
- All health guidelines are followed when handling substances that could be harmful to health.
- Sensory rooms are used appropriately and guidelines followed.
- All pupils are aware of safety issues when using accessing equipment – at a level appropriate to their learning needs and understanding
- All staff understand hazards and risks when using tools and equipment

Impact

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development and live the most independent life possible. All pupils who attend the Bridge School, have severe/ profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in 6 month review meetings with parents/carers.
- Pupils making progress/achieving in the PSHE curriculum planned by teachers either demonstrating pre subject cross curricular skills and knowledge or subject specific skills and knowledge. Progress and achievement in all subjects are within reports to parents in either EHCP (Annual Review) report or annual Curriculum report.
- Achieving external accreditation for secondary aged pupils e.g. OCR accreditation.
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.

NB

- *Please note that the intended skills and knowledge are on school tracking documents and may have been updated. If there have been any revisions this will be updated in this policy when it is reviewed annually.*
- This policy is set alongside the Curriculum (Key stage one and above policy), Teaching and Learning Policy, Engagement Policy, Planning Assessment and Reporting Policy (EYFS / Primary / Secondary) and subject curriculum policies

Appendix A

Daily Opportunities for PSHE and Citizenship

See above section of policy and the importance of the teaching of PSHE and Citizenship through all moments of school life.

Taking and sharing responsibility

Examples:

- Taking turns with adult or peer
- Looking after own possessions
- Recognising own possessions
- Following individual or class rules and routines

- Take part in class rotas, by sharing jobs or carrying them out independently e.g.
- Saying hello to visitors
- Taking the register of office, collecting cutlery for dinner table
- Recognise coat peg and hang up own coat and bag
- Return home school book to bag
- Show visitors around school

Feeling Positive

Examples

- Having shared interaction with adult or with a peer
- Engaging positively with adult or peer
- Showing enjoyment or fun or making choices.
- Demonstrate their achievements to the class
- Sharing their work/activity with Headteacher or other significant adult
- Show their work in achievement assemblies
- Share news from home school books
- Helping other people e.g. hold the door open for a pupil using a rollator
- Showing awareness of own feelings and those of others e.g. through identifying symbols to indicate

Reflecting on learning and experience

Examples

- Communicating choices and likes and dislikes
- Recalling and evaluating what they have done in plenary sessions
- Collect stickers/stars for progress poster
- Reflecting on outcomes
- Receive certificates for accredited courses in secondary

Developing personal autonomy and control

Examples

- Engaging in interactions with others
- Showing reaction or intent to select an activity or make a choice
- Showing reaction or communicating refusal.
- Remembering swimming things/ PE kit from home
- Increasing/maintaining attention span in variety of activities
- Learning to express needs/choices/emotions through use of alternative/augmentative communication systems initiate.

Personal Care

Examples

- Taking part in daily routines such as feeding, drinking, going to the toilet, washing, dressing and undressing.
- Responding to cues to begin an activity e.g. body signs when adult lifts arms pupil responds by further lifting to remove top e.g. objects of reference pupil knows as cup means drink
- Photos, pictures, symbols as above
- Joining in routines with varying degrees of support, or by repeating same sequence of movement e.g. getting dressed after P.E.
- Indicating need for toilet rather than being taken at routine times
- Increasing independence in all aspects of personal care

Learning from mistakes

Examples

Pupils explore failure and learn from mistakes

- Getting dressed or undressed after P.E. without help, some items may be inside out
- Experimenting with risk taking through drama/role play
- Preparing and organising items to make sandwich themselves, e.g. they may forget bread, learn from this and remember in the future.
- Using self-correcting ICT software allowing them several attempts at a task e.g. 'number pics'

Making choices

Examples

- Pupil responses interpreted and acted on to indicate preferences
- Make choices and express preferences e.g. favourite toy, choose drink at café, choose a book from the library, queuing and choosing dinner
- Choosing a partner or member of staff to work with
- Taking part in and contribute to group activities
- Taking part in, and contributing to, circle time. parachute and drama games, music activities and discussions and other motivating activities
- Taking part in work groups in the classroom and PE teams

Developing relationship

Examples

- Sharing experiences and interact with staff and pupils in daily routines e.g. through eye contact, imitation, intensive interaction sessions, mealtimes.
- Recognising people and associate with events e.g. Lunch time supervisors, personal referents e.g. staff always wear certain objects with help pupil to identify them
- Sharing toys or objects and take turns
- Meeting and interacting with different people in and out of school e.g. pupils from another class/school, shop assistants, visitors to school
- Developing awareness of feeling of others e.g. at circle time.

Appendix B

Programme of PSHE Units

For pupils who are working at non -subject specific level the following blocks of interventions may be used to support pupils to engage. They are selected by the lead adult who will liaise with the PSHE co-ordinator regarding activities to meet the curriculum. Teachers can also request use of other interventions which are used to deliver the curriculum and agree with PSHE Co-ordinators and Head of Phase.

Intensive Interaction	Sherborne Developmental Movements	Sensology	Drama Games
Reciprocal Interaction	Attention Autism	Tac Pac	Musical interaction

Body awareness intervention music on system

For pupils who are working at School Band 5 and above the above interventions can be used dependent on the intended learning for pupil/pupils. Teachers can also select areas from the subject specific units for pupils who may need to access content from the units based on their assessed profile.

The following units are covered for pupils at Band 5 and above:

- Emotions
- Friendships and Relationships
- Ourselves

These units have progressive content and each unit will be covered each year to enable revisiting, repetition, and progression. Teachers will select activities based on the pupils prior skills and knowledge.

They give opportunity for the topic areas suggested by The PSHE Association:

Self-Awareness

Self-care, Support and Safety

Managing Feelings

Changing and Growing

Healthy Lifestyles

The World I Live In

The units provide activities that teachers can select the appropriate areas based on the pupil's prior knowledge and skills of individual or groups pupils and also next steps. Not all areas below will necessarily be covered for a pupil as it will depend on their progressive understanding.

Throughout the year, teachers will have the Reciprocal Interaction intervention to refer to and use appropriate activities and strategies to revisit, teach or consolidate them in the following 3 topics.

Emotions	Friendships and Relationships	Ourselves
Expressing how we feel. Identifying feelings and emotions. Wellbeing and good mental health. Self-esteem. Identifying and expressing feelings in others. Things that make me happy. Coping strategies/ who can help me?	Interactions with adults Interactions with peers Kind and unkind behaviours Building friendships with peers Recognising differences Families Healthy and unhealthy relationships Intimate relationships, consent and contraception. Public and private. Keeping safe in relationships (including dealing with abuse) Keeping safe online.	Our likes and dislikes. Personal strengths. Body awareness and body image. Growing and changing. including puberty. Families. People who are special to us. People around us and their jobs. Being safe in the community. Personal safety. Belonging to a community. Taking care of our environment. Keeping healthy. Medicines and drugs.

Life-skills/ Preparation for Adulthood

The School has prioritised some key skills in eating and drinking as part of life-skills. The aim is that where appropriate pupils experience and develop skills and knowledge of parts or all of the following:

- Make toast
- Make a sandwich
- Make a cold drink – squash and milkshake
- Making a fruit salad or preparing individual items of fruit

The PSHE co-ordinators will have some resources and strategies on the school system to support this. There may be time leading up to or during snack time to enable this to be done regularly where appropriate. Staff are aware of a range of feeding difficulties and will plan accordingly, for example ARFID. PSHE co-ordinators have guidance to support this from Feeding Trust training.

In Key Stage 4, this will be extended to making lunches and also a hot drink. This will depend on the individual pupil's profile.

Teeth brushing

There will be a term where priority is given to a session which increased physical activity and toothbrushing

Other life-skills/Preparation for Adulthood

Life skills such as dressing/undressing/ going to the toilet/ personal care/ handwashing/ transitions/ personal hygiene etc are taught as part of the integrates routines. Teachers can self-access step by step skill guidance.

Appendix C

Roles and responsibilities

Role of the staff

The fundamental responsibilities of staff

- To value pupils as individuals
- caring for and treating every pupil as unique.
- talking to and about every pupil by their own name (not always as one of many, the group, the class, the kid's etc).
- consistently caring for pupils across settings and encouraging pupils to be themselves.
- giving pupils enough time to take part, to do things (if possible for themselves) to understand and to be understood.
- To treat pupils with dignity and respect
- addressing every pupil with respect; never referring to or about a pupil
- as if they are their disability, nor as if they are one of their needs, nor as if they are a piece of equipment.
- involving pupils in conversations (regardless of perceived ability), never talking about pupils as if they were not there ("Has she had a drink?").
- respecting every pupil's privacy, at all times and in all places.
- treating all information about pupils carefully, keeping it safe and sharing it only with those people who need to know; never discussing one pupil in the presence of another. giving the best care that can be provided.
- if at all possible involving pupils in decisions that affect them.

- To consider and care for the pupils as children/ young people first
- offering the same rights and choices and as far as possible the same kind of experiences as other pupils of their age.
- providing consistency in teaching/care routines from staff.
- actively supporting each pupil as part of a family: involving their parents fully and acknowledging their ultimate responsibility for their child.
- ensuring access to communication; listening, hearing and watching pupils when they need to communicate, even if it takes a long time, and even if they are not easy to understand.
- giving the pupils information about what is happening before it happens (being moved, being taken somewhere) giving explanations of proceedings before they occur.
- giving pupils opportunities and help to play/enjoy leisure.

PSHE Co-ordinator

- Ensure that the curriculum meets the statutory requirements
- Ensure the rolling programme provides coverage of the key aspects required
- Ensure the planned units are reviewed prior to delivery in relation to the breadth of ability, the special educational needs of pupils in relation to their access to the curriculum, any progression in technology/research and any internal data.
- Review the intended skills and knowledge progression in relation to any changes to the school population, research, advice from professionals and teacher/parent/carer feedback.

- Ensure that they are professionally up to date in their subject area including self-identifying required training opportunities.
- Provide training for teachers and support staff including highlighting any common misconceptions.
- Liaise with the schools ECF coordinator/mentor to provide training and support for newly qualified teachers.
- Liaise with Head of Phase to support new teachers.
- Work with whole school assessment coordinator on internal moderation.
- Work with Heads of Phase on use of curriculum coordinator time to observe practice and carry out deep dives in PSHE including online shared resources.
- Complete annual self-evaluation reviews to inform whole school improvement planning.
- Liaise with the EYFS coordinator for the linked area of the curriculum.
- Design and deliver training to parents/carers as part any agreed parent offer.

Teachers

Ensure that they have current subject knowledge to effectively teach their designated group of pupils.

- Ensure that they follow the medium-term planning for PSHE and liaise with subject coordinators over any content or specific resources.
- Ensure they differentiate the PSHE curriculum in the units of work and set appropriate unit objectives/lesson targets in line with pupils assessed levels and the intended skills and knowledge.
- Extends unit content/context for their designated group of pupils if necessary and feeds back to the PSHE Co-ordinator.
- Ensure that PSHE work in other subjects links to the pupils assessed level of skills and knowledge.
- Ensure that they contact co-ordinators or Heads of Phase for any specific advice or to ask questions.
- Ensure they assist their support staff in their understanding of the PSHE curriculum and their subject knowledge.
- Complete assessment, recording and reporting in relation to whole school policy.

HLTA's

If this is the area of curriculum they are planning- work as above in liaison and with support of class teacher.

Support staff:

- Engage with training and self-identify if they require further training, advice and support in relation to the delivery of PSHE to their designated group of pupils.
- Implement the teacher/HLTA planning and direction and follow the whole school policy on assessment.
- Effectively support the pupils to access the curriculum
- Make accurate observations and feedback on learning to inform next steps. Complete assessment, recording and reporting in relation to whole school policy.

Governors:

- Task the head teacher (via the PSHE Co-ordinator) to ensure that the curriculum being taught meets statutory standards.
- Review the PSHE Policy by asking challenging questions to ensure that delivery matches the schools ethos and aims, inclusion for all, progression pathway and assessment shows pupil progress.
- Monitor the PSHE aspect of the SIP to ensure tasks are complex

All adults

All adults in school are key role models, who can influence the attitudes, values and behaviours of pupils. Their everyday actions are noticed and therefore adults should always act as exemplary role models.

Some suggestions include;

Modelling appropriate language:

- what is being said (content of conversation and vocabulary used)
- how it is being said (in a conversation, at an appropriate time, not shouted across the room, tone of voice)
- using manners

Modelling appropriate conversations:

- turn taking
- good listening
- looking towards the speaker
- staying on one topic of conversation
- not talking about pupil or staff personal information

Modelling classroom/ school rules

- walking in school
- putting items in the bin
- working in a clean environment
- sitting appropriately on a chair

Modelling good hygiene

- using a tissue and putting tissue in the bin
- washing hands
- covering mouth/ nose to cough or sneeze
- general good hygiene

Modelling respect

- including pupils in the conversation eg- not asking 'Did she need more to drink?'
- taking every opportunity for pupil interaction and not ignoring them (unless part of behaviour plan)
- open body language
- looking pleased to see the pupils

Modelling friendships/ positive relationships

- looking after each other
- making each other laugh
- helping each other
- checking that our friends are ok

Appendix D

Definition of Terms

Preparation for Adulthood/ Life skills:

Preparing for adulthood is a gradual process starting from the Early Years and woven into all areas of school. Some skills may need to be taught explicitly, or they may happen coincidentally as the pupil observes and learns from the adults and peers around them. Where appropriate, some pupils may take part in Work Experience activities. All skills and knowledge are transferable to the real world.

Personal and Social Development (P.S.D)

The overall term which may be broken down into six areas and which is facilitated by all that happens within school. Underpinning development in any area is communication. All six areas are concerned with the development of a positive self-concept and secure self-esteem. However, at an early development level there is no distinction within these areas.

Differentiated for all areas of whole school

1. Self awareness

- choice/decision making
- awareness of self
- self confidence
- Self worth
- Self assertiveness
- Reflecting

2. Managing feelings

- Awareness of/expression of feelings (own).
- Understanding feelings
- Dealing with feelings
- Emotional literacy

3. Motivation

- following familiar routines (Personal and School).
- developing work habits
- anticipating
- Initiating
- planning
- accessing resources
- perseverance
- Increasing/maintaining attention span
- Feeling positive

4. **Empathy**

- awareness of/expression of feelings (own and others).
- Identifying emotions
- Responding to emotions
- Respecting others
- Taking part in group activities

5. **Social skills**

- communicating with others.
- turn-taking/sharing.
- co-operating.
- exploring/establishing relationships
- taking and sharing responsibility

6. **Sense of belonging**

- sharing
- team skills
- risk taking
- cooperation
- forming attachments

Personal, Social Health and Economic Education (P.S.H.E).

The term used to describe the taught curriculum. This includes teaching skills, e.g. turn-taking, choice and decision making. It also incorporates the schools Sex Education programme. The content for each Key Stage/Department is set out in the Schemes of Work. Some of the content may be covered in other subject areas e.g. P.E and Science.

Key/Cross-Curricular Skills

PSHE has a valuable contribution to make to the development of Key/Cross Curricular Skills. It is taking place all the time and is reflected in the ethos of the school and the nature of the relationships with and between staff and outside the environment of the school. Activities which provide examples of approaches that staff can take to promote learning in these aspects of PSHE and citizenship are included as Appendix A.

PSHE offers a context in which to develop the skills of:

Emotional Literacy

Emotional literacy is the ability to recognise, understand, deal with and appropriately express emotions. It can be said to include Key Skills of working with others and improving own learning and performance. Our pupils need to understand the part emotions play in human experience and action. In order to be emotionally literate pupils will need to develop the following skills

- Recognising, naming and describing feelings
- Understanding and empathising with others feelings
- Managing own feelings
- Communicating effectively
- Being an effective listener

Communication/interpersonal skills

Speaking, listening questioning and writing are essential components. Opportunities provided through P.S.H.E. also enhance self esteem and the quality of relationships which in turn help pupils to develop their communication skills.

Problem solving

Problem solving in real life scenarios relating to the pupils' own experience offers pupils opportunities to identify and understand problems and to apply solutions.

Through problem solving activities pupils should be provided with opportunities to use a range of important skills including thinking skills that include decision making, information processing, negotiating and questioning.

I.C.T.

P.S.H.E. and citizenship lend themselves to the development of a number of I.C.T. related skills including.

Being able to access information from a variety of sources

Using I.C.T. to communicate with the wider community.

CURRICULUM AREAS

P.S.H.E. both contributes and in return is contributed to by other curriculum areas. Below are some examples.

Types of knowledge

Substantive knowledge. This is about learning established facts. For pupils with severe and profound learning difficulties this may be pupils understanding core words and concepts linked to the subject, e.g. understanding different emotions, hygiene facts and knowledge of healthy eating.

Procedural knowledge. This is the understanding of how something is done, the series of steps or actions taken to accomplish a goal. This will be important for pupils with severe and profound learning difficulties in learning how to do something e.g. as a life-skill. Examples within PSHE could include learning the steps requiring when washing your hands, making a drink or getting dressed.

Disciplinary knowledge. This relates to individual's understanding of subject matter concepts and how these concepts relate to form a larger body of knowledge. This requires an understanding of how substantive knowledge is gained. At the earliest level it may involve, asking questions about people, recognising emotions and talking about them, understanding consequences of choices.