

SPECIALIST EDUCATION SERVICES

**Personal, Social, Health and Economic
Education Policy and Practice**

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CONTENTS

1	Rationale	
2	Aims and Objectives	
2.1	PSHEE and National Curriculum Aims	4
2.1.1	Economic Wellbeing and Financial Capability	4
2.1.2	Personal Wellbeing	6
2.2	PSHEE and Reading, Writing, Communication, Maths and Computing Skills	7
2.3	PSHEE and Personal and Social Development	7
2.4	PSHEE and the SEMH (Social Emotional and Mental Health) Dimension	8
3	PSHEE and Every Child Matters Outcomes	
3.1	Economic Wellbeing And Financial Capability	9
3.1.1	Enjoy and Achieve	9
3.1.2	Be Healthy	9
3.1.3	Stay Safe	9
3.1.4	Achieve Economic Well-being	10
3.1.5	Make a Positive Contribution	10
3.2	Personal Wellbeing	10
3.2.1	Enjoy and Achieve	10
3.2.2	Be Healthy	10
3.2.3	Stay Safe	11
3.2.4	Achieve Economic Well-being	11
3.2.5	Make a Positive Contribution	11
4	The Implementation of PSHEE	
4.1	Equal Opportunities	12
4.2	PSHEE as a Cross Curricular Subject	13
4.3	PSHEE and Computing	13
4.4	Teaching and Learning Styles	14
4.5	Planning for PSHEE Experiences	15
4.6	Presentation of Work	17

4.7	PSHEE as an Accredited Subject	17
4.8	Progression in PSHEE	18
4.9	Differentiation	18
4.10	Assessment and Recording	19
5	PSHEE and Sex and Relationships Education	
5.1	Delivering High Quality Sex and Relationships Education	22
5.2	The Implementation of Sex and Relationships Education	22
6	SMSC and British Values in PSHEE	
5.1	SMSC	24
5.2	British Values	25

1 RATIONALE

This document should be read in conjunction with the General Curriculum Statement, which outlines specific issues underpinning our Curriculum approach at SES.

The very nature and purpose of the holistic provision at our establishments means that the focus is always on the 'whole child'. This is amplified in the range of documentation, policy and practice that reflects our philosophy of '24hr' learning, coupled with our "no limits" positive psychology.

The intensity of work in this respect, with both the child and where possible, family, is beyond what any child in a mainstream setting, and in many other specialist settings, would experience because of the very purpose and nature of our practice.

This document sets out the policy and principles that underpin the whole process of the Personal, Social, Health and Economic Education (PSHEE) work with the child across the twenty-four hour learning experience available.

It is clear from the range of inspection guidance that the evidence schools provide regarding the effectiveness of their PSHE and of pupils' SMSC development is more crucial than ever to informing the judgements inspectors make regarding leadership and management, the quality of teaching and learning, personal development, behaviour and welfare, safeguarding and ultimately, the overall effectiveness of the school.

Janet Palmer, Ofsted's Lead for PSHE Education

2. AIMS AND OBJECTIVES

The aims and objectives of the Personal, Social, Health and Economic Education (PSHEE) curriculum at SES are commensurate with the aims stated by the DfE and the "Ten Principles of good PSHE Education" outlined by the PSHE Association funded by the DfE to advise and support schools.

1. Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning of your PSHE education programme.
2. Plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. Take a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.
4. Offer a wide variety of teaching and learning styles within PSHE education,

with an emphasis on interactive learning and the teacher as facilitator.

5. Provide information which is realistic and relevant and which reinforces positive social norms.
6. Encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. Recognise that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Link the PSHE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. Encourage staff, families and the wider community to get involved.
8. Embed PSHE education within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. Provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
10. Provide a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

2.1 PSHEE AND NATIONAL CURRICULUM AIMS

2.1.1 Economic Wellbeing and Financial Capability

Successful Learners

The aim of developing successful learners who are literate, communicate well in a range of ways, have enquiring minds, and learn independently and collaboratively is at the heart of the programme of study for economic wellbeing and financial capability. These essential learning skills are developed through the key processes of enterprise, self-development, exploration, financial capability and an appreciation of underpinning economic principles.

As they develop their understanding of the nature of economic wellbeing, pupils ask and answer important questions, evaluate evidence, identify and analyse different interpretations of relevant situations, and learn how to substantiate their arguments and judgements.

Developing an understanding of the concepts and processes which

contribute to economic wellbeing and financial capability gives pupils the opportunity to engage with a range of complex issues, and provides a rich and varied context through which they develop many of the skills essential to becoming successful learners.

Pupils learn about and experience a range of ideas that will help them to develop enterprising attitudes, to make decisions about transition to further learning and work, and to evaluate economic alternatives in their personal and working lives. The combination of enterprise and financial capability enables pupils to develop a 'can-do' approach to all aspects of their lives and provides the skills needed to analyse and evaluate alternative pathways through life.

Confident Individuals

The curriculum aims to develop confident learners who have a sense of self-worth, make informed choices, become increasingly independent, are open to the excitement and inspiration offered by the enterprise of others and have the potential to develop their own.

Economic wellbeing and financial capability stimulates an interest in and engagement with pupils' current and future roles and their relationship with the wider economy. The combination of enterprise, work-related learning and financial capability gives learners the ability to deal with uncertainty and to take calculated risks. Analytical and evaluative skills are developed through a wide range of activities that place pupils in real and simulated situations where they have to make decisions based on available evidence.

Active involvement in activities designed to develop economic wellbeing and financial capability assists the development of self-confidence, and therefore helps young people to present themselves more effectively and to believe in their own ability to achieve.

The combination of knowledge and skills taught in economic wellbeing and financial capability fires an excitement that is often exhibited through the initiative and skill that pupils demonstrate in work-related activities such as business simulations and enterprise activities.

Pupils learn to respond with confidence, developing coherent and substantiated arguments. Participation in group discussion, and the increasing use of a range of different media for presenting their work, helps pupils to develop confidence when performing and to appreciate the value of working with others.

Responsible Citizens

Economic wellbeing and financial capability prepares pupils for future life as active and responsible citizens. The subject equips pupils with knowledge and skills that are valued in adult life, enhances their employability, and develops their ability to take part in a democratic society, encouraging them to question what they are told on the basis of evidence. Economic wellbeing and financial capability also encourages understanding of the way the economy works in local, national and global contexts.

The knowledge and skills developed in economic wellbeing and financial capability give pupils opportunities to investigate questions relating to their roles as consumers, producers and citizens. Awareness of the social and moral dilemmas that arise from the use of money leads pupils to question their own activities as well as those of others.

In addressing these questions, pupils develop a better understanding of some of the key issues concerning the world today, which in turn helps them to appreciate the importance of making a positive contribution to the communities in which they live.

2.1.2 Personal Wellbeing

Successful Learners

Personal wellbeing creates successful learners by helping students identify their abilities, skills and strengths and therefore increasing their confidence and self-esteem. It teaches students research skills and helps them use information to weigh up options and make informed choices. Students are encouraged to reflect critically on themselves and their behaviour and to set and meet personal targets.

Personal wellbeing develops the social skills of communication, negotiation, assertiveness and collaboration, enabling students to learn successfully as individuals and as members of teams, groups and communities.

Confident Individuals

Developing confidence, self-esteem and a strong sense of identity lie at the heart of personal wellbeing. The programme of study centres around students recognising and reflecting on their skills, qualities and attributes in order to make the most of their abilities. Students gain confidence by knowing where to look for advice and guidance on matters related to health and relationships, and by providing advice and guidance to others. Using social skills to build and maintain a range of healthy and positive relationships enables students to feel confident in developing existing and future friendships and relationships and resisting unhelpful peer influence.

Responsible Citizens

Personal wellbeing offers opportunities for students to work collaboratively as members of groups and teams and take responsibility for providing information to others. By developing social and emotional skills they can make positive contributions to families, schools and communities. By exploring similarities and differences between people, and recognising and accommodating diversity within society, they can demonstrate empathy with others and challenge prejudice.

2.2 PSHEE AND READING, WRITING, COMMUNICATION, MATHS AND COMPUTING SKILLS (RWCM+C)

RWCM+C skills are core elements of English, Mathematics and Computing that provide individuals with the skills and abilities they need to operate confidently, effectively and independently in life, their communities and work. Individuals possessing these skills are able to progress in education, training and employment and make a positive contribution to the communities in which they live and work.

Development of RWCM+C skills is embedded within personalised programmes of study in PSHEE, RWCM+C skills within the curriculum is not limited to this subject. The curriculum offers opportunities for RWCM+C skills development in PSHEE, which encourages working beyond the Learning Centre and making links to a wide range of learning opportunities. To be effective, RWCM+C skills teaching must be relevant and allow learners to engage with real situations in the real world.

Learners need opportunities to:

- apply their skills in plausible contexts or use their skills for real purposes
- engage with the world beyond the Learning Centre
- integrate learning by linking knowledge within and between the RWCM+C areas
- spend time planning and developing their work
- make choices and decisions, think creatively and act independently
- experience success in real situations as a result of using their skills effectively

SES aspire to develop learners confidence in RWCM+C skills through PSHEE by providing opportunities to;

- read and understand information and instructions, then use this understanding to act appropriately.
- Interpret given information in line with specific learning intention.
- Record evidence of learning in written form of varying formats at appropriate timescales, taking into account individual needs of learners.
- use key terminology to explore and develop knowledge and understanding..
- use verbal communication to effectively develop knowledge and understanding
- to acknowledge listening as integral to developing knowledge and understanding
- to seek opportunities to develop mathematically skills in the areas of using and applying, number, shape, space and measure and handling data.
- to integrate opportunities for a contextualised use of computing applications.

2.3 PSHEE AND PERSONAL AND SOCIAL DEVELOPMENT (PSD)

Effective planning for PSD in personal and economic wellbeing needs to ensure that they are embedded into sequences of work, teaching approaches and learning outcomes. When this is done well, it will enrich the experiences of learners and support their progress in personal and economic wellbeing while increasing coherence across the curriculum.

At SES mastery of PSD skills is integral to all aspects of Learning Opportunities through a holistic and cross-curricular approach. We seek to ensure pupils demonstrate that they can develop and then apply their PSD skills in an extensive

range of subject based and real life contexts. In Geography we promote the consolidation of core PSD skills by structuring learning opportunities to promote development in this area. Progress in PSD is reflected in personalised PSD files and Learning Centre Education Plans.

2.4 PSHEE AND THE SEMH (SOCIAL EMOTIONAL AND MENTAL HEALTH) DIMENSION

Many of the students coming to our establishments may well have had difficult experiences with PSHEE, either in the way it has been taught or in the way they have received the teaching. Their low self esteem and poor self image as learners, coupled with their learned avoidance behaviours often used for self protection against the risk of failure, mean that they may never have experienced the excitement and satisfaction of success in PSHEE.

Our aim is to provide experiences that will improve the child's self esteem allowing him to develop confidence and at the same time enjoy success in areas of endeavour specific to the subject.

PSHEE can and should:

- Give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives.
- Help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up.
- Offer learning opportunities across and beyond the curriculum in pursuit of these aims
- Equip children and young people with the knowledge, understanding and skills to play an active part in society as informed and critical citizens who are socially and morally responsible.
- Give them the confidence and conviction that they can act with others, have influence and make a difference in their communities.

PSHEE holds tremendous challenge for SEMH youngsters. It challenges them to examine, amongst other things, the two things they have had most difficulty with – relationships and personal identity.

“It's surprising how many persons go through life without ever recognizing that their feelings toward other people are largely determined by their feelings toward themselves, and if you're not comfortable within yourself, you can't be comfortable with others”

“Ninety per cent of the world's woe comes from people not knowing themselves, their abilities, their frailties, and even their real virtues. Most of us go almost all the way through life as complete strangers to ourselves - so how can we know anyone else?”

Sidney J Harris (American Journalist)

3 PSHEE AND EVERY CHILD MATTERS OUTCOMES

Although the Every Child Matters agenda changed to “Help children achieve more”, it remains a useful vehicle to conceptualise a holistic approach to children’s needs.

3.1 ECONOMIC WELLBEING AND FINANCIAL CAPABILITY

3.1.1 Enjoy And Achieve

Economic wellbeing and financial capability offers opportunities for pupils to develop a strong sense of engagement with their learning. The knowledge and skills they are developing can affect the way they lead their lives. This experience is highly motivating for pupils and can influence achievement across the curriculum.

Enterprise activities are fun. Pupils gain a sense of achievement when they run a business effectively. Developing a product, marketing it and selling it is challenging and exciting. Even when first attempts don’t succeed, young people often learn from the experience and try again. Taking risks in this context is highly motivating.

Pupils value the ways in which economic wellbeing and financial capability helps them to achieve across the curriculum and in the world beyond, by developing their abilities to communicate clearly and effectively, to solve problems, and to work in teams. Learners develop a strong sense of satisfaction when they discover that they can influence their own destiny.

3.1.2 Be Healthy

Economic wellbeing and financial capability makes an important contribution to pupils’ emotional and mental health, by helping them to develop and maintain self-esteem and to envision a positive future for themselves. Through developing a sense of personal identity the subject encourages pupils to take charge of their own destinies for career progression.

In managing risk and dealing with social and moral dilemmas, there are often no ‘right’ answers. Developing these skills helps pupils at a time when they may be dealing with other complex issues in their own lives – for which there are also often no ‘right’ answers. The concepts, processes and content of economic wellbeing and financial capability enable pupils to put values, expectations and pressures in perspective.

3.1.3 Stay Safe

Pupils learn to stay safe, not only through understanding risk and developing safe working practices while engaged in work experience and enterprise activities, but also through evaluating alternative pathways and strategies in a wide range of different activities.

Economic wellbeing and financial capability gives pupils the confidence to question things and not accept them at face value. The subject provides them with the skills to examine the validity of what they read or are told, and

to challenge it on grounds of evidence or reasoned analysis. Being aware of bias and inaccuracies when they are exploring sources and discussing situations and dilemmas helps them make the right choices to stay safe.

3.1.4 Achieve Economic Wellbeing

The concepts, processes and content of the programme of study for economic wellbeing and financial capability aim to ensure that on leaving school pupils are ready to move into further education, employment or training. Pupils are guided to make informed decisions about their progression routes in order to achieve their personal objectives for economic wellbeing and to make an active contribution to their community.

Economic wellbeing and financial capability helps pupils develop the qualities and skills needed to enter and thrive in the working world. The programme of study encourages pupils to be adaptable, to find creative solutions to problems, to plan and prepare for putting across their views and ideas for maximum effect, and to work effectively in groups. The subject also develops pupils' ability to engage in critical research, to evaluate evidence, to identify and analyse different interpretations of issues and events, and to substantiate their arguments and judgements. All these skills and attributes are valued by employers. Economic wellbeing and financial capability also helps pupils understand the importance of literacy, numeracy and communication skills, essential in many jobs.

3.1.5 Make a Positive Contribution

Economic wellbeing and financial capability provides many opportunities for pupils to make a positive contribution, through working collaboratively on group activities and getting involved with the local community. Work experience and enterprise activities both provide opportunities for pupils to make a positive contribution outside the classroom.

3.2 PERSONAL WELLBEING

3.2.1 Enjoy And Achieve

With greater confidence and self-esteem and a positive self-identity, students are more likely to enjoy and achieve in life. Having the confidence to take managed risks is essential to enjoying and achieving in learning and life. Knowing the steps to take to ensure a lifestyle that is physically, mentally and emotionally healthy leads to enhanced enjoyment in students' lives, now and in the future.

3.2.2 Be Healthy

The entire programme of study for personal wellbeing centres around health and wellbeing in all its forms – mental, physical, sexual and emotional. Students learn to make informed choices about behaviours. They consider the benefits and risks of lifestyle choices and the long-term consequences of these for individuals, families and communities. They learn how to form

healthy and positive relationships and express, discuss and manage feelings and emotions. They find out where to go for help and information when their health and wellbeing may be at risk.

3.2.3 Stay Safe

Personal wellbeing provides a safe environment within which to explore challenging and complex issues, situations and dilemmas relating to personal safety. It enables students to practise the skills for dealing positively with such situations if they arise in real life. Personal wellbeing helps students to recognise, assess and manage risk in a range of personal situations, and in relation to risk-taking behaviours, for example within relationships, with drugs and alcohol, or related to negative peer pressure. This ability is essential to personal safety and to mental, physical and emotional wellbeing. Knowing how to make informed choices and decisions and where to go for more information to help with such choices and decisions gives students a greater ability to keep themselves and others safe in life beyond the classroom and in the future.

3.2.4 Achieve Economic Wellbeing

Personal wellbeing develops skills and attributes that are valued by employers, for example the ability to form good relationships and to give and receive constructive praise, and skills in negotiation and critical reflection. It enables students to identify and use strategies for setting and meeting personal targets and challenges, and for setting and achieving short- and long-term goals, including those related to future jobs and careers. Personal wellbeing can enable long-term economic wellbeing by helping to provide self-confidence and a positive self-image, enabling students to make the job and career choices that are right for them. The programme of study links with the programme of study for economic wellbeing and financial capability.

3.2.5 Make a Positive Contribution

Personal wellbeing helps students to develop the social skills needed to build and maintain a range of positive relationships. By learning skills of negotiation, communication and collaboration, students are able to work successfully and make positive contributions as individuals and as members of groups and teams to their families, schools and communities. By exploring similarities and differences between people and examining different values and lifestyles, students learn to accommodate diversity, to respect difference, to empathise and to positively challenge offensive behaviour, prejudice and discrimination at all levels in their lives.

4 THE IMPLEMENTATION OF PSHEE

SES recognises that the subject remained non-statutory in the government's 2013 review, however it said that, '*All schools should make provision for PSHE education, drawing on good practice*'.

Therefore at SES establishments the PSHEE Association guidance (2014) curriculum framework, indicated by the DfE is recognised and utilised in order to implement teaching and learning of PSHEE.

4.1 EQUAL OPPORTUNITIES

SES is committed to ensuring that all students are treated with equality of regard.

This will involve:

- Providing equality of opportunity in the Geography curriculum in an attempt to maximise the potential of each individual pupil.
- Treating as of equal value the different needs, interests and abilities of individual students.
- Through their experiences within history pupils should have respect for others and the idea that all should be treated as equals.

In pursuing this policy with regard to individual students, there are four categories of difference between groups of students, in which it is generally acknowledged that 'treatment as equals' may be problematic and for which it is therefore important to have specific policies. These are:

- Racial/Cultural differences
- Social-class differences
- Ability differences
- Gender differences

4.1.1 Racial/Cultural Differences

It is vital that staff avoid any racial bias or stereotyping with respect to the particular individuals who are from ethnic-minority backgrounds and that they are alert to and willing to challenge any such discrimination or stereotyping by students.

4.1.2 Gender Differences

Equal opportunities in terms of participation are carefully considered, however, issues of prejudiced attitudes and stereotyping towards the opposite sex can be in existence and can potentially be magnified in our environments, especially given the contextual background and past experiences of our young people.

Staff should therefore be aware of this and should be willing to challenge any such discrimination or stereotyping by students. Furthermore such risks can be mitigated through planned teaching strategies.

4.1.3 Social Class Differences

Staff should be aware of making assumptions about student's levels of knowledge and opportunities for acquisition of knowledge whatever their background.

4.1.4 Ability Differences

SES establishments are resourced such that students receive a highly individualised curriculum based on their Portfolio of Achievement and Needs. Implicit in this is a response to differing levels of ability.

It is also important that protected characteristics as defined in the SES Equality and Diversity Policy are considered when planning and implementing teaching practice to ensure equal opportunities. This policy should therefore be read in conjunction with the SES Equality and Diversity Policy and Practice document and the DfE guidance around our equality duty.

4.2 PSHEE AS A CROSS CURRICULAR SUBJECT

It is important to stress the particular interrelationship of PSHEE with many other areas of the curriculum and with aspects of learning, communication and social functioning beyond the Learning Centre day. At each establishment every aspect of its operation is viewed as a potential vehicle for building upon children's knowledge, understanding and skills. All staff need to be skilled at finding unobtrusive ways of supporting cross-curricular links through taking advantage of the total living experience without this intruding on the naturalness of domestic living.

Cross-curriculum dimensions provide important unifying areas of learning that help young people make sense of the world and give education relevance and authenticity. They reflect the major ideas and challenges that face individuals and society.

Dimensions can add a richness and relevance to the curriculum experience of young people. They can provide a focus for work within and between subjects and across the curriculum as a whole, including the routines, events and ethos of the school.

Cross-curriculum dimensions include:

- identity and cultural diversity
- healthy lifestyles
- community participation
- enterprise
- global dimension and sustainable development
- technology and the media
- creativity and critical thinking

4.3 PSHEE AND COMPUTING

Computing is incorporated as an integral element into all aspects of the curriculum. (See Computing Policy and Practice document). Computing plays a fundamental role in enriching and enabling curriculum delivery.

Computing helps students learn in PSHEE by enabling them to consolidate and deepen their knowledge, understanding and skills.

Using Computing skills can help students to:

- access, select and interpret information
- recognise patterns, relationships and behaviours
- model, predict and hypothesise
- test reliability and accuracy
- review and modify their work to improve the quality
- communicate with others and present information
- evaluate their work
- improve efficiency
- be creative and take risks
- gain confidence and independence

The characteristics of Computing enable students to work effectively and to access much more information than non-ICT sources can allow:

- The speed and automatic functions of Computing enable students to explore aspects of PSHEE more effectively.
- The capacity and range of Computing enables students to gain access to historical, recent or immediate information via the internet and digital media.
- The provisional nature of information stored, processed and presented using Computing allows work to be changed easily to meet the needs of different audiences.
- The interactive way in which information is stored, processed and presented enables students to explore models and to communicate effectively with others.
- Links with other establishments to showcase community events.

4.4 TEACHING AND LEARNING STYLES

The way students learn in PSHEE is integral to what they are learning. It is important to create a supportive learning environment and provide a range of teaching strategies to meet the needs of all students.

Participatory approaches such as group work, role-play, simulations, drama, discussion, debate, structured games and action research should be used, as well as more formal styles. The use of interactive teaching styles will ensure that the programme clarifies and extends knowledge and information, explores attitudes and values, and allows skills to be developed and practiced. Students should have opportunities to research and investigate problems and issues, and to communicate their views and opinions to their peers and adults and the wider community.

Approaches to learning will to a greater or lesser extent involve an enquiry method:

- asking questions and possibly forming hypotheses,
- planning investigations,
- finding, collecting and recording information,
- analysing and interpreting information,
- drawing conclusions,
- evaluating and organising information.

Activities that enhance student skills and experience are:

- discussion and debate with the teacher
- writing including narrative, analysis, explanation and description
- communication/presentation of findings in a variety of ways to the group or a wider audience
- tasks which develop knowledge, skills and understanding;
- activities should be balanced between activities which are short in duration and those which have scope for development over an extended period;
- activities should, where appropriate, use students' own interests or questions;
- activities should, where appropriate, involve both independent and co-operative work;
- activities should encourage students to become confident in the use of a range of media and equipment;
- activities should encourage students to become confident in the use of a range of materials available through Computing.

4.5 PLANNING FOR PSHEE EXPERIENCES

The teaching of PSHEE has regard to the PSHE Association programme of study (2014), although individual students are also offered negotiated opportunities to select and develop topics of PSHEE interest for themselves.

The teaching of PSHEE at responds to the personal needs of the individual learner and group, and is based upon the programme of study whilst fully utilising the Social and Emotional Aspects of Learning National Strategy. Emphasis is placed upon developing students Emotional Literacy, and the five key dimensions of Managing Feelings, Empathy, Motivation, Social Skills and Self-Awareness are given a high priority.

There are group tutorial sessions during each week, within which PSHEE is covered. Each student has dedicated personalised PSHEE sessions in addition to the cross curricular delivery of PSHEE.

Planning should engage students in tasks that offer the chance to develop knowledge, skills and understanding through opportunities to:

- take responsibility, for example by helping to contribute to discussions about the operation of the establishment; acting as a peer supporter; liaising with outside visitors; and taking responsibility for their own learning (by making informed choices within learning activities, reflecting on and recording what they have learnt and achieved, and setting targets to establish next steps)
- feel positive about themselves, for example by giving and receiving positive feedback; recording evidence of their progress and achievements
- participate, for example in groups of different sizes and composition (including single-sex groups); in workshops and events related to personal, social and health issues; in developing and reviewing school policies; in action research projects for local health targets; and in activities that promote positive relationships with peers and others
- make real choices and decisions, for example about issues affecting their health and well-being such as diet, exercise and smoking
- meet, talk and work with people, for example by using visits appropriately; and

by meeting, talking and working with people such as health and emergency service professionals

- consider social and moral dilemmas, including the varied attitudes and values underpinning some of the issues they encounter in their communities, for example by considering other people's experiences and demonstrating their own skills and attitudes through role play
- find information and advice, for example through helplines and websites
- learn to provide information to others
- prepare for change, for example by anticipating the challenges of new and widening social groups as they get older; and by considering the choices they may have to make.

In addition use is made of the following:

- "Framework for Personal Development in the Curriculum" produced by Norfolk County Council
- "Supporting Choices: Framework for implementing the 14 – 19 entitlement to Information, Advice and Guidance in Norfolk" also produced by Norfolk County Council

These publications identify the progression of skills and knowledge in PSHEE and link to the Every Child Matters outcomes.

4.5.1 Learning Outside the Classroom

SES supports and endorses the Learning Outside the Classroom initiative as its principles and philosophy match the SES Vision Statement. We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances.

The use of places other than the classroom for teaching and learning often provide the most memorable learning experiences and help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.

In PSHEE learning outside the classroom is also integral as a significant aspect of learning will be in the home environment as it may be that it is with particular adults, individuals feel most comfortable to discuss issue relating to PSHEE or that issues arise which need addressing. At times it may also be that the more informal space of the home environment, makes it easier for individuals to discuss issues and topics. At SES we actively promote this where in the form of discussions with the care team, or through our life skills program. Every interaction with an adult is viewed as a learning opportunity and this is particularly integral to ensuring a thorough PSHEE curriculum is delivered.

4.5.2 Units of Work/Episodes of Learning

- A unit of work will relate to the National Curriculum Programmes of Study, as well as, where applicable, to the requirements of any examination syllabus chosen in KS4
- A unit of work is intrinsically flexible; it is useful to use a variety of approaches and teaching strategies covering the same core unit to develop a variety of skills.
- A unit of work may be based on specific grammatical skills used as introduction, consolidation or revision.
- A unit of work may rely on a variety of media; audio, DVD, ICT/Computing, or literature. It should also consider fieldwork where appropriate.
- A unit of work may be designed to be revisited as many times as is judged necessary across all year groups and key stages.
- A unit of work may take a whole group approach to areas such as key topics and fieldwork as well as informing aspects of some Individual Programmes which may be based on interest or future aspiration

- Units of work are designed primarily to be enjoyable, to offer the chance of success, to enrich and enthuse the experience of each individual and to offer the opportunity of development across the experience of Geography.
- Units of work may be based on a bespoke personalised interest or passion to re-engage the student in the learning process.

4.6 PRESENTATION OF WORK

At SES we believe presentation of work is vital aspect of creating a positive and stimulating environment and in enhancing student motivation and self-esteem. Presentation of work can take a wide variety of forms ranging from:

- Written format
- Recording (oral and photographic)
- Displays
- Through use of computing and digital media
- Through witness statements created pupils and adults

Adults at SES, are expected to make a professional judgement with regards to each individual pupil's aptitude and ability in terms of facilitating presentation of work. We seek to continually implement our 'No Limits' thinking in the way we facilitate presentation of work ensuring feedback is given to support young people's continual progress in this area.

4.7 PSHEE AS AN ACCREDITED SUBJECT

Accreditation in PSHEE is available for individual students through a variety of routes, depending on ability and interest. These include options of GCSE, Entry Level, ASDAN, Personal Social Development, Life Skills Qualifications, Certificate of Personal Effectiveness, Financial Awards, Employability and St John's Ambulance Certificates. A broad range of BTECs are available within the My Skills

suite, focusing on Money and Finance, Home Cooking, Workskills and Sustainability. Due to our personalised approach to learning, chronological age is not seen as a barrier to accreditation opportunities.

4.8 PROGRESSION IN PSHEE

Progression includes:

- A steady acquisition of new skills, knowledge and understanding
- An increase in knowledge, skills and understanding.
- Moving from familiar to unfamiliar contexts.
- Meeting needs which demand more complex or difficult solutions.
- Students' awareness of their growing capabilities be it knowledge, skills or understanding.
- Consolidation of skills in a range of contexts

4.8.1 Continuity

In order to build on the experiences of every child at our establishments there is continuity in the framework of the PSHEE programme of study provided by the PSHE Association and funded by the DfE with students expected to know, apply and understand the matters, skills and processes specified for each key stage. The latest National Curriculum has significantly reduced the prescribed content, and due to the personalisation of learning at SES, progress and outcomes are not determined by academic year of age. Decisions about where students are taught on the framework relates to their starting points, maturity, capability and personal interests.

At SES we aspire to measure progress using an APP (Assessing Pupil Progress) approach. We are continually developing a 'fit for purpose' assessment framework to support staff in planning for progress and ensure an effective, consistent and quantifiable measure of pupil progress which is operated across both SES establishments.

The APP tracking system is guided, but not limited to the National Curriculum framework to ensure the needs of our learners are met on an individual basis.

The SES APP framework for PSHEE forms part of the wider and continually developing SES progression framework. This is guided by the PSHE Association framework.

4.9 DIFFERENTIATION

Students will clearly differ in ability and teaching should take account of this by providing a range of learning situations and approaches. In addition the philosophy of SES is such that personalised learning is a cornerstone.

PSHEE provides wide opportunities for differentiation by:

- Input
- Resource
- Task

- Support
- Outcome
- Response

In planning for our students the following factors should be considered:

- activities should build on what our students already know and can do.
- our students need immediate and regular encouragements, praise and reward.
- the activities should be broad enough to allow scope for development and not prevent more able students from extending their learning.
- the work should be pitched at the age, maturity and ability of the group.
- tasks should be differentiated according to individual student needs.
- consider the balance between group activities and individual differentiated tasks for specific students.

To achieve this, clear attention should be given to the following:

- Providing a range of equipment appropriate for different students
- Using a variety of teaching methods to elicit a particular response
- Organising the groups in different ways appropriate to particular objectives
- Setting open-ended tasks so that students can respond at their level
- Issuing different 'challenges' to different students
- Providing extension work for students with greater ability
- Allowing time for individual diagnosis, teaching and feedback

The method of assessment and reporting should provide feedback that is appropriate to students of differing abilities. It should aid their future learning by providing knowledge but should also give them support and encouragement. More specifically, the teacher should consider:

- Resources reading levels and ease of use
- Availability of a range of media/software
- Availability of a range of support equipment
- Where Computing is being used, simplified software guides
- Provision of a variety of tasks to cover the main content area
- Take account of time available to support individuals/group
- Other adult/student support
- Student/student support e.g. pairing
- Various ways of praising achievement
- Use of visual prompts to support learning

4.10 ASSESSMENT AND RECORDING

Assessment should be a planned part of teaching and learning. Assessment helps to set clear expectations for standards and achievement. It ensures progression in teaching and learning and motivates students because they become partners in the assessment process. It allows students to be clear about strengths and weaknesses in their learning, and enables teachers to be clear about the achievements of their students and how their learning might be improved.

Improving learning through assessment depends on five key factors:

- The provision of effective feedback to students.
- The active involvement of students in their own learning.
- Adjusting teaching to take account of the results of assessment.
- A recognition of the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning.
- The need for students to be able to assess themselves and understand how to improve.

In order to identify the capabilities and needs of students, an annual emotional literacy assessment is completed by the whole team, with an analysis provided across the five key dimensions for emotional literacy (Emotional Literacy - Assessment and Intervention Ages 11-16, GL Assessments)

Students will need a variety of opportunities to demonstrate their achievements in PSHEE. Examples could include:

- a talk or presentation
- designing a display, poster or website
- role-play or simulation
- writing articles
- making a video of an event
- creating podcasts of events
- use of ASDAN accreditation e.g. short courses in Citizenship

It is important to provide opportunities for students to display their achievements in different ways, and to work in a range of situations. In addition to the above, examples might include:

- a reflections diary, logbook or portfolio
- observation of taking part and contributing to discussions and debate
- producing resources for younger students
- producing a quiz, board game or card game
- recording of an interview with school or wider community members
- evidence of planning a visit or arranging for a visiting speaker
- photographs of an event
- written work
- self and peer assessment sheets.

Where teachers are planning to use an activity to assess progress it is important that there is a shared understanding of what progress and achievement look like. Clear learning objectives should be shared with the students.

Any single piece of work will not cover all the expectations set out in the end of key stage description. It will probably provide partial evidence of attainment in one or two aspects. A number of pieces and types of evidence from a range of contexts will be needed to make a judgement about overall performance.

Students', as well as teachers', assessments of PSHEE work is very much an ongoing process involving observation, reflection and discussion. Indeed much of

Tutorials is about developing the child's ability using such skills applied to a whole variety of contexts.

4.10.1 The marking of students work

Teachers' responses to students' work should be positive, encouraging, sympathetic, honest and appropriate. Marking should be completed in a pragmatic way, as appropriate to the needs of the student and whenever possible completed in their presence. Further areas of study can then be negotiated with the student.

- Students should be made aware of the assessment criteria being employed, particularly before tackling new situations and subsequently when marking work
- Students should, as a result of the interaction, be aware of the next steps in their learning
- It is sometimes useful for students to respond to each others work

4.10.2 Record Keeping

Records are kept in the form of long term planning (Curriculum Overview), Medium Term Planning (unit objectives) and short term planning (detailed planning of learning episodes). A record of progress is evident in the on-going feedback (verbal and written) between adult and pupil. Where appropriate an evidence base is collated for an episode of learning this can take various forms e.g.files, exercise books, scrap books, digital media files.

4.10.3 Individual Programmes

- The Portfolio of Achievement and Needs of each student will inform the global priority targets to be addressed for the child.
- More detailed educational objectives will be identified by Learning Centre staff and students, and negotiated targets reached.
- Targets set will be specific, measurable, attainable, realistic and time related.
- Targets will always be compatible with the requirements of the National Curriculum and/or Portfolio of Achievement and Needs

5. **PSHE AND SEX AND RELATIONSHIPS EDUCATION**

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE Association, 2014).

At SES Sex and Relationship education is firmly rooted in the framework for PSHE however it is not limited to this framework. At SES we believe that sex and relationship education is the responsibility of all adults involved in the lives of young people in our care. We uphold the belief that effective Sex and Relationship Education:

- Enables young people to make responsible and well-informed decisions about their lives.
- Supports young people through their physical emotional and moral development.
- Enables young people to live confident, health and independent lives.
- Ensures young people are able to understand human sexuality, and how to respect themselves and others.
- Safeguards young people by teaching them about the safety and risks in relationships.
- Promotes and individuals, spiritual, moral, social and cultural development.

5.1 DELIVERING HIGH QUALITY SEX AND RELATIONSHIPS EDUCATION

At SES we utilise the PSHE Associations guidelines for delivering high quality Sex and Relationships Education.

Sex and relationships education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations.
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

5.2 THE IMPLEMENTATION OF SEX AND RELATIONSHIPS EDUCATION

Due to the previous experiences of some of our pupils, implementation sex and relationships education needs to be carefully considered and highly personalised. Teaching is embedded into a range of subjects including; PSHEE, Religious

Education and Citizenship), however teachers and adults at SES also plan discrete and innovative ways to promote the appropriate learning, by creating opportunities which ensure the relevant information can be taught.

Sex and Relationships Education at SES:

- Is embedded in a wide range of curriculum areas as well as in an extensive range of opportunities outside of the context of the classroom.
- Personalised to ensure individual needs are met.
- Adults will: Use correct and appropriate terminology for all body parts as best practice and seek to support individuals in understanding the meaning of 'slang' terminology, identifying offensive and derogatory terms when necessary, seeking to explain rather than criticise use to develop understanding.
- Principles of respect and understanding will be utilised when covering sex and relationships topics.
- Support will be given to ensure individuals are able to manage the feelings that discussing sensitive topics evokes. This will be on a highly personalised basis.

5.2.1 Delivery of Sex and Relationships Education

Delivery of Sex and Relationships Education is the responsibility of all adults, as the holistic nature of the provision and therapeutic work we undertake results in the need for us to be responsive to opportunities to educate as the need arises.

A PSHE curriculum is planned by specialist teaching staff for each young person, and Sex and Relationships education is embedded within this ensuring a comprehensive education for each individual.

Utilisation of external agencies such as The Rose Project or the Matthew Project are also drawn upon as a resource for delivering Sex and Relationships Education.

5.2.2 Resources for Sex and Relationship Education

Physical resources should not be seen as a barrier to Sex and Relationships Education delivery. Resources should be tailored to the varying needs of individuals and appropriate for the intended purpose.

5.2.3 Safeguarding and Sex and Relationships Education

Sex and Relationships Education is delivered with confidentiality between the individual/s and adult delivering the information, however it is important that should the adult believe there is a risk or danger posed to the individual (past or present), they refer to SES Safeguarding procedures.

This document should be read in conjunction with the Safeguarding and Child Protection Policy and Practice.

6. SMSC AND BRITISH VALUES IN PSHEE

At SES we believe the development of SMSC and promotion of British values, should be embedded within all areas of teaching and learning across both the school and residential setting. This policy should be read in conjunction with the Spiritual, Moral, Cultural and Social Policy and Practice document and the British Values Policy and Practice Document.

5.1 SMSC

At SES we develop SMSC in many aspects of the curriculum through ensuring opportunities for SMSC development are extensive and frequent. These opportunities are reflected in planning documents as well as in outcomes for pupils.

Examples of SMSC development within PSHEE are:

Spiritual

- Young people's sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Young people's beliefs, religions or otherwise, which inform their perspective on life, their interest in and respect for different people's feelings and values.
- Young people's willingness to reflect on their experiences.
- Young people's use of imagination and creativity in their learning.

Moral

- Young people's interest in investigating and offering reasoned views about moral & ethical issues.
- Young people's ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- Young people develop the knowledge, skills and understanding, qualities and attitudes they need in order to make responsible moral decisions and act on them.
- Young people's understanding of the consequences of their actions.

Social

- Young people can use of a range of social skills in different contexts, including working, socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Young people develop a sense of belonging and taking part in community activities e.g. ANS and house meetings.
- Young people show willingness to participate in a variety of social settings, co-operating well with others and being able to resolve conflicts easily.
- Young people show interest in, understanding of, the way communities and societies function at a variety of levels.

Cultural

- Young people show interest in exploring, understanding of respect for cultural diversity, the extent to which they understand, accept, respect and celebrate

diversity, as shown by their attitudes towards different religious, ethnic, socio-economic groups in the local, national and global communities.

- Young people show willingness to participate in and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- Young people understand and appreciate of the wide range of cultural influences that have shaped their own heritage.
- Young people develop knowledge, skills, understanding, qualities and attributes needed to contribute to culture.

5.2 BRITISH VALUES

Promotion of British values is an integral part of life at SES. We believe that the promotion of such values should be inherent in teaching and learning as well as in the wider community. We fundamentally believe that the promotion of British Values is an essential strategy in preventing radicalisation. This document should therefore be read in conjunction with our Radicalisation Policy and Practice document.

Examples of the promotion of British values within PSHEE are:

Rule of Law

- Young people are taught to respect and obey the law.
- Young people are taught the value and reasons behind law enforcement, that they govern and protect us, and the responsibilities that these involve and the consequences that can occur when laws are broken including visits from authorities such as the Police.
- Young people are involved in creating expectations for in and around the Learning Centre.
- Young people will explore the differences between civil, criminal and religious law as they pertain to British and other societies.

Democracy

- Young people are expected to treat others with fairness.
- Young people have a student voice within the curriculum, celebratory sessions and interview process.
- Young people's views are considered when timetabling.
- Tutorials inform young people of the UK election and the democracy process.

Individual Liberty

- Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely.
- Pupils are given the freedom to make choices, whether through choice of challenge, how they record their work, or their individual participation in our numerous extra-curricular clubs and opportunities.
- Young people will be supported in developing positive self-esteem, self-confidence and self-awareness and self-knowledge.
- Challenging stereotypes and promoting individuality at every opportunity.

Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

- Young people are taught to respect the rights of others, including their right to their own opinions.
- Young people are invited to weekly celebrations to celebrate.
- Young people will discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers ensuring that pupils can understand these different elements within British society.
- Young people are encouraged to think critically which promotes a deeper understanding of difference and beliefs.