

Liberty Academy Trust

Personal, Social, Health and Economic Education Policy

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Introduction

The intent of PSHE lessons is to equip students with knowledge about important life topics, the resilience to seek help and information if they are ever confused or struggling, and the integrity and confidence to stand up for what they know is right. We aim to equip students now with knowledge that they can use throughout their lives and skills that they can use in all of their subjects. We develop students' Oracy through rich discussions and encourage all to share their opinions in a respectful environment. PSHE topics are designed to have relevance to students now, and in the future, helping them to develop their aspirations and work towards achieving their goals. Lessons also have a strong focus on tackling discrimination in all its forms and challenging injustice while promoting equality for all. Students are encouraged to reflect throughout PSHE lessons on the Liberty Academy Trust core values of courage, determination and teamwork. And on their own personal beliefs and values, and how they wish them to underpin their actions, both at school and in the real world.

Personal, social, health and economic (PSHE) education is an important and necessary part of ensuring our pupils receive a broad education. In our schools, Personal, Social, Health Education underpins children's development as people and supports their quality of life, now and in the future. We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

Autism affects the way a person communicates with and relates to people around them. Learning in our schools is underpinned by our Quality of Life (QOL) framework which aims to ensure every child has access to the best possible developmental opportunities so that they learn more and do more, preparing themselves for life after school. The teaching of PSHE underpins the QOL curriculum and is reflected in everything we do. Personal, Social, Health and Economic Education (PSHCE) plays a core part in the development of a person with autism as well as running through all aspects of the curriculum each of our schools will offer a specific coherent PSHE programme throughout the age ranges which will be applicable to the abilities and needs of pupils.

We have a clear ethos of respecting each young person, recognising each other's strengths and achievements, as well as equipping pupils with effective support to help minimise any areas of difficulty. We provide a caring and supportive learning environment that facilitates the development of the whole child and promotes their welfare and wellbeing. As part of our Quality of Life Framework we view pupil voice and parent/carer voice to be vital in ensuring we provide each child with the education that is right for them. Through our culture of high expectation and positive regard we seek to develop aspiration in our pupils for their lives beyond school.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- We must teach health education under the same statutory guidance.
- We must teach Relationships education and our governors have agreed that we will teach Sex Education.
- Our teaching must take due regard of the Equality Act 2011
- This policy also complies with the terms of our funding agreement.

Refer to our relationships, health and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on our school and Trust websites.

Objectives

The PSHE curriculum will include teaching that aims for pupils to:

- Understand what is important to them and will help them to have a fulfilling quality of life.
- Understand what constitutes a healthy and safe lifestyle.
- Respect themselves and others and understand that their own and others opinions are valued.
- Develop self-confidence, self-esteem and self-worth.
- Develop social communication and social interaction skills.
- Understand how to support their own wellbeing.
- Understand themselves and their autism.
- Understand how to stay safe and behave online
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky and harmful behaviours.
- Develop responsibility and independence within school which they will take forward into society and in their working lives.
- Develop emotional regulation skills and coping and tolerance strategies
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Participate in their community and be a constructive member of society.
- Respect cultural diversity.
- Understand democracy.
- Develop good relationships with peers and adults.
- Make positive, informed choices as they make their way through life.

- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Understand and promote equal opportunities for all.
- Enable pupils to make a successful transition into adulthood by developing their vocational and independent living skills.
- Participate in a range of enrichment activities.

Operational delivery

Our approach to delivering specialist PSHE education includes the following key features:

Subject teaching: Schools have a predetermined timetable for all key stages. The PSHE curriculum acknowledges that pupils mature at their own speed and will only cope with new learning when they are developmentally ready. In order to ensure the highest possible level of personal development many aspects will be revisited at later key stages using age-appropriate and suitable, differentiated content.

Curriculum documentation / schemes of work: schools will have their own curriculum documentation which will set out what will be taught at each key stage in line with statutory guidance. Schools may design their curriculum using PSHE Association thematic programme model for our PSHE curriculum content and objectives.

Personalised: Schools provide a range of opportunities and delivery strategies to meet the individual needs of pupils so each pupils timetable is adapted and individualised accordingly.

Parent/Carer involvement: Parents/carers will be involved in this aspect of their child's learning through consultation, involvement in planning and in identifying important areas for individual pupil development. The school and parents/carers will work together to inform pupils/pupils of what is being done and why.

Pupil Involvement: Pupils will be actively encouraged to be involved in shaping their own learning. We will aim understand what is important to our pupils for their own quality of life and what they might like to do in the future. This will then inform provision planning. Pupils will be encouraged to take some responsibility for organising and assessing their own learning.

Teaching strategies: Integrated into PSHE lessons is the opportunity for retrieval practice, teacher input, pupil group and independent work and assessment for learning. Application is frequently discussion-based, with students voicing their opinions about the topics studied, and developing their Oracy as they listen to others and share their ideas. It is important for discussions to be supported by clear visual information that supports our pupils to contribute to discussions and retain information. Assessment for learning focuses not only on the knowledge students have gained, but also their confidence in their understanding, as well as giving students the opportunity to ask further questions and identify topics they would like to learn more about. Lessons are delivered using inclusive language and celebrating

diversity and equality. PSHE lessons are enhanced and built upon, where necessary, through assemblies, school events, school trips and theme days.

Autism specific approaches:

Schools will use a variety of autism specific teaching approaches as appropriate to the group or individual. All of these approaches will be ethical, non-aversive and supported by research. Some approaches used in our schools include:

- TEACCH
- SPELL (National Autistic Society)
- Social stories
- Comic strip conversations

Transdisciplinary approach: schools have clinical teams which typically include Psychologists, Speech and Language therapists, Occupational therapists and Positive Behaviour Support Practitioners / Co-ordinators. These professionals will work with all other staff in the schools to support pupils' access to learning and personal, social and health development.

Qualifications: Pupils are supported to gain appropriate nationally recognised qualifications (including academic and vocational qualifications), tailored to individual need.

Community based learning: Significant emphasis on community-based learning to develop functional skills in natural settings.

Careers: Each school will have a careers programme that meets the needs of pupils and supports destination planning. Schools will provide Independent careers advice.

Enterprise: Schools will develop enterprise activities that provide opportunity for cross curricular learning, skills development and preparation for adult life And the world of work.

Assembly: Our school assemblies provide opportunities for pupils to come together. They have a clear theme which wherever possible links to the current curricular theme. Assemblies will provide opportunities for collective worship and associated spiritual, moral and cultural learning, and may also involve appropriate guests from the local community. Assemblies also provide opportunities to reflect and reward achievement. See our Religious Education and Collective Worship policy. This policy can be found on our school and trust websites.

The teaching of Social, Moral, Spiritual and Cultural Education (SMSC)

Liberty Academy Trust schools recognise the importance of SMSC in the development of our pupils. SMSC requires schools to establish a positive culture in which pupils thrive. SMSC is broader than PSHE but does encompass much of what is in the PSHE curriculum. Our schools promote:

The Spiritual development of pupils including:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experience.

The moral development of pupils including:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding the effects of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils including:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

The cultural development of pupils including:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- understanding and acceptance of Equality, Diversity and Inclusion (EDI)
- ability to recognise, and value, the things we share across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving their understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

The teaching of British Values

Within PSHE all schools have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011 and then defined in 2014 guidance. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development. The school's ethos and teaching, which schools should make parents/carers aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. Fundamental British values are:

1. Democracy
2. The rule of law
3. Individual liberty and mutual respect
4. Tolerance of those with different faiths and beliefs.

Our schools will aspire and aim to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Support pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society
- Enable pupils to develop knowledge of and respect for public institutions and services in England
- Promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation and respect for their own and other cultures
- Encourage respect for other people, democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Promote pupils voice and choice and an understanding that the importance of their decisions.

Drugs Education

Drugs education will form part of the curriculum, included in PSHE.

Definitions:

Drug - a substance people take to change the way they feel, think or behave. The term drugs are used to refer to all drugs:

- Illegal drugs (those controlled by the Misuse of Drugs Act 1971)

- Legal drugs, including alcohol, tobacco and volatile substances all over-the-counter and prescription medicines

Drug use - drug taking, for example consuming alcohol, taking medication or using illegal drugs.

Drugs education - the planning and structuring of learning opportunities for pupils to develop their knowledge, skills and attitudes about all drugs and appreciate the benefits of a healthy lifestyle.

All drugs are not permitted to be used, bought, sold or otherwise obtained on the school and residential premises, including when pupils are taking part in off-site visits. These rules apply to staff working at and for the school.

This is with the exception of those pupils who need to take prescribed medicines. Please refer to Liberty Academy Trust Medication Procedures.

Drugs education plans will be tailored to individual need and individual level of understanding according to each pupil's level of ability and age.

Drugs education in our schools will:

- Enable pupils to make healthy, informed choices by increasing their knowledge, exploring their own and other people's attitudes and developing and practicing skills.
- Promote positive attitudes towards healthy lifestyles and keeping self-safe.
- Provide accurate information about legal and illegal substances.
- Increase understanding about the implications and possible consequences of use and misuse
- Encourage an understanding for those experiencing or likely to experience substance abuse.
- Widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and AIDS.
- Seek to minimise the risk that users and potential users may face.
- Enable young people to identify sources of appropriate personal support.
- Seek to develop in all pupil the ability to reject anything that could be potentially harmful to their health, future prospects and to nurture respect for the law.
- Seek to prepare our pupils for the opportunities, responsibilities and experiences of adult life.
- Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist.
- Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.
- Identify how misusing substances/alcohol might impact on relationships.
- Identify when, why and how to ask for help in relation to drugs and alcohol

Roles and responsibilities

The responsibilities of the Liberty Academy Trust Board of Trustees

- Ensure the Executive Team ratify and regularly review this policy to ensure it conforms to relevant law and guidance.
- Hold the Executive Team and school Principals to account for the implementation of this policy.
- Ensure that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

The responsibilities of the Local Committee

- Ensure local procedures are in place to effectively implement this policy within the school.
- To keep themselves informed through regular meetings with staff and visits to the school.
- Monitor the effectiveness of the policy and advise of Liberty Academy Trust board of any necessary amendments.
- Appointing a governor who will review the effectiveness of implementation and report back to the LGB on a regular basis.
- The Liberty Academy Trust Directors are responsible for this policy while Local Committees will monitor its implementation in each school.
- To ensure that any issue that may be perceived as a potential reputational risk to the trading name of the Liberty Academy Trust is referred to the board.

The responsibilities of the Principal

- Ensure all relevant staff are aware of this policy, receive appropriate professional development and local procedures are followed.
- To ensure that the specialist curriculum facilitates the personal and social development of all pupils and underpins all aspects of the curriculum through a whole school approach.
- To ensure all staff have the appropriate training to enable them to understand and implement this policy and its procedures.
- To inform parents/carers of this policy, curriculum content and their right to withdraw their child from Sex education.
- To engage outside agencies to support the teaching PHSE in the school
- To ensure pupils and parents/carers contribute to the development of individual PHSE programmes.

The responsibilities of the Personal & Social Development Coordinator / subject teacher

- To support and monitor the implementation and development of this policy and the PHSE curriculum throughout the school.
- Be responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

- To ensure that adequate assessment procedures for tracking pupil progress in this area are in place.
- To coordinate staff training for personal & social development
- To manage any allocated curriculum budget, procuring appropriate resources.
- Work with the Clinical team and other teachers within the school to track non-academic progress over time at individual and whole school level.

The responsibilities of Staff

- All staff are required to understand the importance of personal & social development for young people we support and should feel confident in delivering all aspects of the personal & social development curriculum.
- To provide a safe and secure environment where pupils feel able to discuss personal issues.
- Handle issues that arise with sensitivity and without bias.
- Answer questions factually and if necessary seek guidance from the PSHE Co-Ordinator or leadership team on how to respond to difficult questions.
- To carry out individual and group teaching and report on progress.
- To work with external professionals in the development and delivery of personal & social development teaching.

The responsibilities of Parents and Carers

- To work in close partnership with the school and their child to address key issues relating to personal & social development.

The responsibilities of Pupils

- Listen, be considerate of other pupils' feelings and beliefs
- Comply with class-set confidentiality rules and support one another with issues that arise during class.
- Comply with the behaviour policy

Evaluation of Policy

This policy will be reviewed on an annual basis for its effectiveness and to ensure it takes account of current legislation.

The delivery of PSHE will be monitored by the school's leadership team and by who in turn will inform the executive team about any required changes to policy.

Equality Impact Assessment

In application of this policy we strive to make the personal & social development curriculum relevant and accessible to all pupils regardless of age, culture, disability, gender, sexual orientation, religion or social class. The resources we use reflect the multicultural society in which we live. Teaching approaches and resources will enable all pupils to have equal opportunities to participate in the PHSE curriculum regardless of their culture, gender or religion.

Content must be taught sensitively and inclusively with respect to the backgrounds of parents/carers and pupils. We will not re-enforce stereotypes and will challenge

prejudice

The school understands that pupils with Autism are entitled to learn about PSHE and the curriculum will be designed to be inclusive of all pupils.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their Autism and teachers will understand that they may need to liaise with other members of the transdisciplinary team and be more explicit and adapt their planning or work to appropriately deliver the curriculum.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.