



PATRON
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LVS Hassocks

Personal, Social, Health and Economic (PSHE) Policy 2021-22

Owner: C Burchill

Written – September 2021

Reviewed -September 2022

POLICY CONTEXT AND RATIONALE

This policy covers our school's approach to Personal Social and Health Education (PSHE). Guidance was taken from the PSHE association. It will be reviewed in August 2022.

The policy is also available on the school website.

POLICY AIMS AND OBJECTIVES

Our school's mission is to equip students with the appropriate knowledge and understanding to live independent, confident lives. This policy informs the school's overarching aims and objectives by outlining our approach to the learning environment and effective teaching and learning. Our PSHE education programme promotes a unique approach to wider world issues, including social, moral, spiritual and cultural education as well as fundamental British values.

We will create a safe and supportive learning environment by using autism strategies to facilitate discussion. We will ensure that, where pupils indicate that they may be vulnerable and at risk, they will get appropriate support from the designated safeguarding lead. This policy is informed by the school's safeguarding policy.

At LVS Hassocks, we ensure that the wellbeing, happiness and safety of students is a priority. PSHE forms an important part of the curriculum and we endeavour that our students will be provided with a PSHE provision that gives them:

- Knowledge and understanding to make informed choices and decisions
- An opportunity to develop self – awareness, confidence and self- esteem
- Responsible attitudes towards physical and mental health, supported by a healthy and safe lifestyle.
- Skills and positive attitude towards building effective relationships and respect for others
- Ability to manage and express feelings appropriately, using tools such as the Zones of Regulation
- Understanding of a diverse society and our rights and responsibilities
- Preparing them for adulthood and independent living
- Supports the outcomes identified in EHCP's
- Enables them to understanding their diagnosis of Autism
- Further develop their social and communication skills

ENTITLEMENT EQUALITY AND OPPORTUNITY

At LVS Hassocks, we use PSHE education to address diversity issues and to ensure equality for all. We recognise the right for all students to have access to PSHE education learning which meets their needs. We understand the complexities facing our students in processing abstract concepts and consequently ensure PSHE is embedded into the culture of learning throughout the curriculum.

We promote the needs and interests of all students, irrespective of gender, culture, ability or personal circumstance. Teaching will consider the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access PSHE education provision. We promote diversity and inclusion will consider all students' needs by providing an enriched pastoral curriculum, with student welfare at the forefront of everything we do.

In addition, we expect our students to consider others' needs by contributing to school life in a kind and supportive manner. We will provide students with the appropriate tools for effective and encouraging communication.

INTENDED OUTCOMES

The outcomes from our PSHE curriculum intend to provide students with appropriate knowledge and skills to make progress in the wider world. All students will receive education in line with the statutory guidance as put forward by the Department for Education.

TEACHING AND LEARNING

At LVS Hassocks, students are provided with PSHE lessons on their timetable. Additionally, students are given a range of opportunities to explore key themes through subjects such as Developing Independence, Life Skills and Health Studies. Students will also receive specific “drop down” days and weekly assemblies with a suitable theme relating to either the weekly learning or national events relating to PSHE.

The delivery of all sessions will be differentiated appropriately. All sessions, including those on risky behaviours, remain positive in tone and we will address misconceptions with suitable autism strategies such as social stories and comic strip conversations. We will help pupils make connections between their learning and ‘real life’ behaviours through practical based learning.

We will assess students’ learning and progression through a range of formative and summative assessments. Students at LVS Hassocks complete AQA Unit awards linked to their learning, providing them with certification to demonstrate their achievements.

The programme will be led by the Vice Principal. It will be taught by form teachers in dedicated lesson time. Classes have a dedicated LSA (Learning Support Assistant) to support the delivery of the programme. All staff responsible for teaching PSHE will receive training through internal CPD (Continuous Professional Development) sessions and external CPD providers such as Educare and the National College.

At LVS Hassocks we aim to foster curiosity. However, we recognise some topics in PSHE can be sensitive. If students’ questions are beyond the scope of the content, the teacher in question has a professional responsibility to either respond or look for support from the Vice Principal. To support students who feel uncomfortable speaking in person about certain issues, they can submit a written question or text a dedicated phone number with our “Time to Talk” initiative. These are read and responded to by our school nurse. If a safeguarding issue is raised by an anonymous question, we will follow the relevant safeguarding procedures and ensure the student is supported.

This policy supports/complements the following policies: RSE policy, Safeguarding policy, Online Safety.

PARENTS AND CARERS

At LVS Hassocks we are committed to working with parents and carers and communicate with them on a weekly basis. We will offer support by ensuring parents are given plenty of information about our PSHE curriculum.

PSHE Curriculum Map

Year	Term	Subject	Topic Areas	cross curricular links	SMSC	FBV
7	Autumn	Self-Awareness Self-Care, Support and Safety	<ul style="list-style-type: none"> Personal strengths: What am I good at? Skills for learning: My best subjects Prejudice and discrimination: What is culture? Managing pressure: How to be kind Looking after myself: signs of illness, mental health and accidents. Feeling frightened/worried: Dealing with the yellow and red zones Emergency situations: Emergency basics Keeping safe online: My online profile 	Life Skills ICT	Spiritual; enjoy learning about oneself Social; appreciate diverse viewpoints, liberty, respect and tolerance Spiritual; enjoy learning about oneself,	The rule of law Tolerance and respect The rule of law Tolerance and respect
	Spring	Managing Feelings	<ul style="list-style-type: none"> Building Self-esteem and 	Life skills/Developing independence	Social; use a range of social skills,	Respect

		Changing and Growing	<p>understanding strong feelings</p> <ul style="list-style-type: none"> Understanding friendships and relationships : What makes a positive relationship ? Families: what do they look like? Puberty: Changes to my body 	<p>life skills Science</p>	<p>resolve conflict</p> <p>Cultural; understanding differences Moral; investigating moral issues</p>	<p>The rule of law</p>
Summer	<p>Healthy Lifestyles</p> <p>The World I Live In</p>	<ul style="list-style-type: none"> What does Healthy look like?: Looking after my mental and physical health? Healthy eating and body image Taking care of my body: Drugs, alcohol & tobacco: Equal not same: understanding our differences The online world: what is it saying? The world around me: my responsibilities 	<p>PSHE/P.E/Yoga/Walks</p> <p>PSHE/Life skills</p> <p>ICT</p>	<p>Spiritual; reflection, feelings and values</p> <p>Social; appreciate diverse viewpoints Moral; investigate ethical issues Cultural; appreciate cultural differences</p>	<p>Respect Individual liberty</p> <p>Democracy The rule of law Individual liberty</p>	

8	Autumn	Self-Awareness Self-Care, Support and Safety	<ul style="list-style-type: none"> • Understanding myself: identifying my strengths • Skills for learning: personal goal setting • What is peer pressure? • Communication: what to do when we don't feel right (including risks) • Remembering rules: keeping safe online and in the real world • My privacy: what I share online 	life skills	Spiritual; reflection Moral; understanding consequences Social; participating in society, respecting FBV	Tolerance and respect Democracy Rule of law Liberty Tolerance and respect
	Spring	Managing Feelings Changing and Growing	<ul style="list-style-type: none"> • Feeling good: managing my self esteem and growing feelings • Romantic feelings and sexual attraction: what it means to like someone • Introducing puberty: changing bodies • Changing relationships 	Science/Life skills	Spiritual; enjoy learning about oneself, Social; social skills Moral; investigate moral and ethical issues Cultural; accept diversity	Individual liberty The rule of law Tolerance and respect

			: how friendships and relationships can change.			
	Summer	Healthy Lifestyles The World I Live In	<ul style="list-style-type: none"> • My healthy lifestyle: balancing physical and mental health • Body image: Influences around me • Looking after myself: legal and illegal drugs • My world: understanding diversity and the environment • Preparing for adulthood: Where we live • Managing Finances: Simple budgeting 	P.E. Life skills, Maths	Spiritual; reflection Cultural; understanding parliamentary law Cultural; appreciating cultural differences, celebrate diversity	Individual liberty Democracy and the rule of law
9	Autumn	Self-Awareness Self-Care, Support and Safety	<ul style="list-style-type: none"> • Skills for learning : short term and long term goals • Prejudice and discrimination: What is prejudice? • Managing pressure: what does bullying look like? 	Life skills Healthy living, ICT, Maths	Spiritual; reflection Moral; understanding consequences Cultural; appreciating cultural differences, celebrate diversity Social; participating	Tolerance and respect Democracy The rule of law Democracy

			<ul style="list-style-type: none"> • Self-care in the world: accidents and risk; basic first aid • Public and Private: who owns my photos? • Gambling: What is risk? 		in society, respecting FBV Moral; understanding moral and ethical issues	Rule of law Liberty Tolerance and respect
Spring	Managing Feelings Changing and Growing	<ul style="list-style-type: none"> • Building my self esteem • Understanding romantic feelings: How do I know I like someone? • Understanding Puberty: Changes to adulthood. • Intimate relationships : consent and contraception 	Life skills Healthy living Science	<ul style="list-style-type: none"> • Spiritual; enjoy learning about oneself, • Social; social skills • Moral; investigate moral and ethical issues • Cultural; accept diversity 	Individual liberty The rule of law Tolerance and respect	
Summer	Healthy Lifestyles The World I Live In	<ul style="list-style-type: none"> • Body image and healthy eating: looking after your body - couch to 5k/NHS Active 10 • Understanding drugs, alcohol and tobacco: the dangers of illegal substances 	Healthy living	<ul style="list-style-type: none"> • Spiritual; reflection • Cultural; understanding parliamentary law • Moral; recognise right and wrong • Cultural; appreciating cultural differences, celebrate diversity 	Individual liberty The rule of law Democracy and the rule of law Individual liberty	

			<ul style="list-style-type: none"> • Preparing for adulthood: jobs and responsibilities • Managing Finances: making a budget • The world around me: my responsibilities 			
Year 10	Autumn	Self-Awareness Self-Care, Support and Safety	<ul style="list-style-type: none"> • Goal setting: preparing for Key Stage 4 • Prejudice and discrimination: Our roles and responsibilities • Gangs: Exploring the world of peer pressure • Self-Awareness: basic first aid • My online self: protecting my privacy and staying safe online • Gambling: risks and consequences 	All subjects Healthy living Duke of Edinburgh ICT Maths Developing Independence	Spiritual; reflection Moral; understanding consequences, offer reasoned views Social; participating in society, respecting FBV	Tolerance and respect Rule of law Individual liberty Democracy Rule of law Liberty Tolerance and respect

	Spring	<p>Managing Feelings</p> <p>Changing and Growing</p>	<ul style="list-style-type: none"> • My world: changing relationships • Puberty: physical and emotional changes • Intimate relationships , consent and contraception: What is intimacy? • Long-term relationships /parenthood : duties and responsibilities 	<p>Healthy living Science</p> <p>Life skills Developing independence</p>	<p>Spiritual; explore beliefs and experience</p> <p>Social; social skills Moral; investigate moral and ethical issues Cultural; accept diversity</p>	<p>Individual liberty</p> <p>The rule of law Tolerance and respect</p>
	Summer	<p>Healthy Lifestyles</p> <p>The World I Live In</p>	<ul style="list-style-type: none"> • Health and wellbeing audit: Where am I now? Couch to 5k/NHS Active 10 • Drugs, alcohol & tobacco: Impacts on relationships • Diversity in the community: supporting one another • Online information: who can I trust? • Preparing for adulthood: Jobs and salaries • Managing Finances: 	<p>Healthy living Science</p> <p>ICT Maths Life skills Developing Independence</p>	<p>Spiritual; reflection Cultural; understanding parliamentary law Moral; recognising right and wrong,</p> <p>Social; participating in society, spiritual; respect different beliefs</p>	<p>Individual liberty Democracy Tolerance and respect</p> <p>Democracy and the rule of law</p>

			Debt and its consequences			
11 (22/23)	Autumn	Self-Awareness Self-Care, Support and Safety	<ul style="list-style-type: none"> • Goal setting: Making progress in year 11 • Challenging discrimination and our responsibilities • Managing stress: using mindfulness • Accidents and risk: Basic First Aid • Public and private: Sexting and sharing private information • Gambling: Dangers of debt, gambling and consequences on life 	All subjects Wellbeing Healthy living Maths	Spiritual; reflection Moral; understanding consequences Social; respecting FBV Spiritual; understanding different beliefs, Moral; investigating moral dilemmas and offering reasoned opinions	Tolerance and respect Democracy Rule of law Liberty Tolerance and respect
	Spring	Managing Feelings Changing and Growing	<ul style="list-style-type: none"> • Developing relationships : being a responsible partner • Puberty: Sex and Reproduction • Healthy and unhealthy relationship behavior: the law 	Life skills Healthy living Life skills Developing independence	Spiritual; enjoy learning about oneself, Social; social skills Moral; investigate moral and ethical issues Cultural; accept diversity	Individual liberty The rule of law Tolerance and respect

			<ul style="list-style-type: none"> Intimate relationships , consent and contraception: STIs and safe sex 			
	Summer	<p>Healthy Lifestyles</p> <p>The World I Live In</p>	<ul style="list-style-type: none"> Healthy living: personal responsibility- couch to 5k/Active 10 Body image and diversity: Society and body image Drugs education: understanding dangers Life online: impacts on my future Preparing for adulthood: CV development. Managing Finances: Essentials and luxuries 	<p>Healthy living Science</p> <p>ICT Maths Life skills Developing Independence</p>	<p>Spiritual; reflection Cultural; understanding parliamentary law Moral; recognise right and wrong</p> <p>Social; participating in society, respecting FBV</p>	<p>Individual liberty</p> <p>Democracy and the rule of law</p>
5a/5b	Autumn	<p>Self-Awareness</p> <p>Self-Care, Support and Safety</p>	<ul style="list-style-type: none"> Being part of a community: changes to your rights post-18 Managing pressure: Gang culture and the law 	<p>Developing independence</p> <p>Healthy living ICT Maths</p>	<p>Social; understanding FBV Moral; understanding consequences</p> <p>Social; participating in society,</p>	<p>Tolerance and respect</p> <p>Democracy Rule of law Liberty</p>

			<ul style="list-style-type: none"> • Feeling unwell: the importance of self-examination , Defibrillators and first aid • Keeping safe online: Data collection and scams • Gambling: managing risk 		respecting FBV Moral; investigating moral and ethical issues	Tolerance and respect
	Spring	Managing Feelings Changing and Growing	<ul style="list-style-type: none"> • Developing relationships : being a supportive and responsible partner • Puberty: Sex and Reproduction • Healthy and unhealthy relationship behavior: harassment and the law • Family planning: pregnancies, parenthood and responsibilities 	Healthy living Developing independence	Spiritual; enjoy learning about oneself, Social; social skills Moral; investigate moral and ethical issues Cultural; accept diversity	Individual liberty The rule of law Tolerance and respect
	Summer	Healthy Lifestyles	<ul style="list-style-type: none"> • Elements of a healthy lifestyles: Ownership of our life – couch to 5k • Drugs, alcohol & tobacco: 	Healthy living Science ICT	Spiritual; reflection Cultural; understanding parliamentary law Moral; investigate moral and	Individual liberty

		The World I Live In	<p>habits and addictions</p> <ul style="list-style-type: none"> • Diversity/rights and responsibilities: Developing a responsible society • Life online: impacts on my future • Preparing for adulthood: Work placements and apprenticeships • Managing Finances: Enterprise project 	<p>Maths Life skills Developing Independence</p>	<p>ethical issues</p> <p>Cultural; appreciating cultural differences, celebrate diversity</p>	<p>Democracy and the rule of law</p>
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