

Personal, Social & Health Education (which includes Sex and Relationship Education)

1. What are the aims of this policy?

This policy reflects and informs the role of Personal, Social, Health Education (PSHE), which includes Sex and Relationship Education (SRE) at TreeHouse school. It outlines how we provide planned learning experiences that promote the development of personal, social, and health education; which help provide a greater Quality of Life to all pupils. The policy aims to identify the importance of PSHE and SRE in ensuring that all pupils fulfil their individual potential.

2. What is Personal, Social, Health Education (and Sex and Relationship Education)?

PSHE and SRE helps pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

3. Policy Availability

The policy will be available to all stakeholders via the TreeHouse school website. Should you require this policy in an alternative format please contact the school office.

4. PSHE and SRE Curriculum

Planning and delivery of the PSHE and SRE curriculum is carried out at a developmentally appropriate level through our three curriculum pathways. Pupils on the Pre-Formal and Semi-Formal Curriculum pathways have PSHE embedded into their universal curriculum offer through PSED (Personal, Social, Emotional Development) lessons on their timetable. In the 6th Form all pupils receive PSHE lessons at a developmentally appropriate level. Pupils on the Formal curriculum pathway will also be taught PSHE through dedicated lessons on their timetable.

Primary Curriculum, PSHE will include statutory Relationship education at the primary age range.

Secondary Curriculum, PSHE will include statutory Sex and Relationship education at the secondary age range.

SRE is taught within the context of a broad and balanced programme of PSHE. Teaching will take into account each student's prior learning, behaviour interventions, IEP targets and individual modes of communication.

We believe PSHE and SRE is fundamental to all other areas of learning; as such we consider PSHE and Personal, Social and Emotional Development (PSED) core subjects on our curriculum. The below outlines the content of our PSHE curriculum at each pathway level.

a) Pre - Formal Curriculum:

Topics: Managing Feelings and Behaviours, Self Confidence and Self Awareness & Making Relationships.

b) Semi - Formal Curriculum:

Topics: Keeping Safe, Healthy Bodies, Managing Feelings and Behaviours and Making Relationships.

c) Formal Curriculum

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Is broken down into Bands. Pupils will access content at the band most appropriate to their developmental level. Content in **RED** is delivered as part of the RE (Primary) or SRE (Secondary) Curriculum.

Bands 1-6 <i>(Equal to a Mainstream Primary KS1&2 Curriculum)</i>	Living In the Wider World	Shared Responsibilities, Communities, Media, Economic Wellbeing
	Relationships	Respecting Self and Others, Safe Relationships, Managing Hurtful behaviour and Bullying, Friendships, Families and Close Positive Relationships
	Health and Wellbeing	Healthy Lifestyles, Mental Health, Ourselves Growing and Changing , Keeping Safe, Drugs, Alcohol and Tobacco
Bands 7-9 <i>(Equal to a Mainstream Secondary KS3 Curriculum)</i>	Living In the Wider World	Learning Skills, Choices and Pathways, Work and Career, Employment Rights and Responsibilities, Financial Choices, Media
	Relationships	Positive Relationships, Relationship Values, Forming and Maintaining Respectful Relationships, Consent, Contraception & Parenthood , Bullying Abuse and Discrimination, Social Influences
	Health and Wellbeing	Self -Concept, Mental Health and Emotional Wellbeing, Healthy Lifestyles, Drugs, Alcohol and Tobacco, Managing Risk and Personal Safety, Puberty and Sexual Health
Bands 10-11 <i>(Equal to a Mainstream Secondary KS4 Curriculum)</i>	Living In the Wider World	Learning Skills, Choices and Pathways, Work and Career, Employment Rights and Responsibilities, Financial Choices, Media Literacy and Digital Resilience
	Relationships	Positive Relationships, Relationship Values, Forming and Maintaining Respectful Relationships, Consent, Contraception and Parenthood , Bullying, Abuse and Discrimination, Social Influences
	Health and Wellbeing	Self -Concept, Mental Health and Emotional Wellbeing, Healthy Related Decisions, Drugs, Alcohol and Tobacco, Managing Risk and Personal Safety, Sexual Health and Fertility
Bands 12-14 <i>(Equal to a Mainstream Secondary KS5 Curriculum)</i>	Living In the Wider World	Choices and Pathways, Work and Career, Employment Rights and Responsibilities, Financial Choices, Media Literacy and Digital Resilience
	Relationships	Relationship Values, Forming and Maintaining Respectful Relationships, Consent, Contraception and Parenthood , Bullying, Abuse and Discrimination
	Health and Wellbeing	Self -Concept, Mental Health and Emotional Wellbeing, Healthy Lifestyles, Managing Risk and Personal Safety, Sexual Health , Drugs, Alcohol and Tobacco

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d) SRE Topics

Key stage one and two pupils at the semi formal and formal pathways follow an individual programme that covers relevant parts of the topics below:

- Sensory awareness;
- Self-awareness – including behaviour;
- Relationships – people around us;
- Learn to play and work co-operatively;
- Gender;
- Public and Private language for Body Parts
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense;
- To notice that animals, including humans, have offspring which grow into adults;
- Relationships – family and friends;
- Begin to recognise feelings of self and others;
- Appropriate behaviour – people, hygiene, privacy;
- Similarities and differences;
- Saying 'No';
- Life cycles;
- Puberty and body changes;
- LGBT.

Key Stage 3,4 and 5 pupils at the semi-formal and formal pathway follow an individualised programme that covers relevant parts of the topics below.

- Hygiene;
- Appropriate Behaviour;
- Relationships – emotional relationships, fancying, sexual intercourse;
- Human Reproduction in terms of life cycle;
- Puberty – body changes, menstruation;
- Masturbation;
- Contraception;
- Consent;
- Diversity;
- Risk;
- Safety;
- Hygiene – pride in appearance, menstruation, sexually transmitted infections;
- Appropriate behaviour;
- Relationships – family and friends, sexual, formal, making new friends;
- Where to go for help/advice;
- Human reproduction;
- Privacy, individual choices and feelings;
- Childbirth and child development;
- Awareness of the importance of e-safety, e.g., using mobile phones or social networking sites.

5. Entitlement and equal opportunity

We promote the needs and interests of all pupils in line with our equality, diversity and inclusion policies. Teaching takes into account the age, ability, readiness and cultural backgrounds of children to ensure that all can fully access PSHE provision.

We will use PSHE and SRE education as a way to address diversity issues and to ensure equality for all by including relevant content covering equality and diversity within our curriculum.

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As far as is appropriate, pupils with special educational needs should follow the same PSHE and SRE education programme as all other students. We give careful consideration to the level of differentiation needed, and in some cases content or delivery is adapted to suit the needs of the pupils. Teachers and/or learning support assistants will work with individual pupils where required, and if appropriate.

Developing an inclusive curriculum is a statutory requirement. We will ensure that:

- All pupils are encouraged to develop and display attitudes of mutual knowledge, understanding and acceptance.
- Staff are aware of pupils' religious, ethnic, cultural and linguistic heritage.
- Teaching and learning methods take account of the diversity needs of our pupils and encourage positive attitudes to diversity and race equality.
- The resources, images and contexts used are inclusive and diverse, mirroring the pupils' own lives and offering insight into the lives of others.
- Schemes of work and lesson plans are based on diverse backgrounds, experiences and cultural perspectives.

In accordance with the Equalities Act 2010, issues related to gender stereotyping and sexual identity discrimination will be addressed where appropriate.

6. Creating a safe and supportive learning environment

Because PSHE and SRE education works within pupils real life experiences, it is essential to establish a safe learning environment. We will create a safe and supportive learning environment by having clear ground rules and confidentiality within lessons that is understood and applied by all teachers and pupils that have the cognitive ability to understand the importance of rules and confidentiality.

We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support by providing them with advice whilst always following the safeguarding/child protection policy. If a pupil makes a disclosure of sexual abuse or demonstrates behaviour that is concerning during a RSE lesson, the school staff will follow the guidelines laid down in the school's Safeguarding and Child Protection policy.

7. Who are the key personnel responsible for PSHE and SRE?

Assistant Head & Curriculum Leaders

Governors: Governing bodies and head teachers should consult parents in developing their sex and relationship education policy to ensure that they develop policies which reflect parents' wishes and the culture of the community they serve. Materials used in schools must be in accordance with the PSHE framework and the law. Inappropriate images should not be used nor should explicit material not directly related to explanation. Schools should ensure that pupils are protected from teaching and materials which are inappropriate, having regard to the age and cultural background of the pupils concerned. Governors and head teachers should discuss with parents and take on board concerns raised, both on materials which are offered to schools and on sensitive material to be used in the classroom.

If any staff feel uncomfortable teaching RSE, they should speak to the headteacher.

Other partners: The composition of the governing body ensures that parents, staff, trustees and community members are included in the review and development of this policy and in the delivery of PSHE and SRE. A staff PSHE focus group was convened to begin an initial review of the content of the PSHE curriculum (including the identification of benchmarks); all staff participated in a curriculum workshop to review the intended objectives and outcomes of the PSHE curriculum; and a series of staff workshops designing the aims and benchmarks of the PSHE curriculum ensured that the expertise and views of all professional groups (Qualified teachers, ABA

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Consultants, Speech and Language Therapists and Occupational Therapists) are represented within our policy and practise.

8. Working with Parents

At Treehouse School we believe in working closely with parents/carers and families to ensure the best outcomes for our pupils and we believe that a joint approach to learning about growing up, keeping safe, relationships and other areas of PSHE and SRE are highly beneficial. The school runs an annual workshop on RSE for parents to learn about our curriculum and discuss issues they may be facing either in a group or individual basis..

9. How does the teaching of PSHE and SRE relate to TreeHouse's aims, values and mission statement?

This policy has been developed in the context of the school's ethos and Ambitious about Autism's overall aims which make clear the values underpinning the work of our school community. We exist to enable children and young people with autism to learn, thrive and achieve. Our vision is to make the ordinary possible for children and young people with autism and we aim to provide our pupils with the best Quality of Life possible.

10. Planned PSHE and SRE curriculum and incidental opportunities

PSHE and SRE is part of TreeHouse's universal curriculum offer but is also included in an individual pupils personalised curriculum. This means that the balance of a pupil's personalised curriculum may be adjusted to give greater weighting to targets relating to the development of personal, social, health education. A range of settings and environments are planned and used. The Early Years Foundation Stage curriculum and the National Curriculum, along with schemes of work and individual lesson plans all contribute to a pupil's personalised PSHE and SRE curriculum. Successful planning must ensure cross curricular connections. All planning for each pupil's individual curriculum should take into account:

- Student's prior learning;
- The strengths and weaknesses of each pupil;
- The individual targets for each student (refer to EHCP);
- Behaviour interventions;
- Issues relating to gender, race, culture and disability, providing equality of opportunity;
- ICT opportunities;
- Specific individual modes of communication;
- Community groups for pupils and / or families.

Relevant specialist outside agencies can be consulted when planning for and teaching PHSE and SRE skills. This can be done via the progress review meetings which occur every term and at annual reviews.

Like all children with autism, our pupils experience particular difficulties in the areas of socialisation, communication and imagination – areas that are integral to PSHE. Many of our pupils have additional learning difficulties which make these skills very hard to learn.

Some parts of the Formal curriculum framework, such as those requiring abstract understanding or detailed explanations may be too demanding for pupils in our school. For example:

- Those that require recognition of future time;
- Issues affecting society, such as gender stereotypes, gender and domestic violence
- People in other times;
- Understanding why and how rules are made;
- Some aspects of independence, for example crossing the road;
- Planning for transitions between settings;
- Understanding financial risk and reward;

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- The criminal justice system, political rights, central government, parliamentary characteristics and global community.

The statutory inclusion statement of the national curriculum requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each Key Stage. We teach knowledge, skills and understanding in ways that match and challenge each pupil's abilities and support their development as individuals in wider society. We may modify the PSHE curriculum by:

- Using the non-statutory guidance as a resource and discussion point for providing a context for planning and learning which is appropriate to the age and needs of the pupils.
- Focusing on one aspect or a limited number of aspects of the age-related guidance and programmes of study.
- Maintaining, consolidating, reinforcing and generalising previous learning, as well as introducing new skills, knowledge and understanding.

School routines and activities: Pupils have opportunities to learn and practice many skills relevant to their PSHE through daily routines and activities within school. For example:

- Lunchtimes provide opportunities to learn about eating a healthy range of food and interact with peers;
- Break times provide opportunities to develop play skills, leisure skills and to interact with peers and adults;
- Toilet routines provide an opportunity to teach a pupil about private versus public behaviour and interactions.
- Play programmes for pupils in EYFS and primary school teach pupils how to play with a range of toys appropriately and how to play with others (these programmes may be taught in a one-to-one setting initially and later through specific peer-play programmes)
- Pupils are taught to play appropriately on the outdoor play equipment which includes bicycles, scooters, trampolines, climbing equipment, balls, water and sand with a view to them developing the skills and interests that they need in order to occupy their own leisure time independently and appropriately
- Through activities such as horse-riding and trips to local allotments, pupils have opportunities to learn how to care for living things and the environment
- Regular visits from the school dentist in our purpose built 'dentist's room' provide pupils with planned opportunities to learn how to tolerate a dental examination and other medical examinations including having their blood pressure taken, being weighed and measured
- Vocational placements and leisure placements provide planned opportunities for pupils to practice the social skills necessary for employment interests and pursuits
- Assemblies and school events such as sports day and the Christmas Show also provide a forum for sharing achievements, developing a sense of self-worth, interacting with new or different people, engaging in mini-enterprise activities.
- Through mainstream links we encourage a two-way flow of both staff and pupils to and from local mainstream schools. Some pupils attend local mainstream schools supported by TreeHouse staff for certain lessons, whilst 'reverse inclusion' brings mainstream pupils into TreeHouse to play and work with our pupils in an environment more familiar to them.

We recognise that many of the skills that underpin good job performance and / or inclusion within leisure or recreation activities will need to be taught well before a pupil reaches school-leaving age. The PSHE curriculum also teaches a range of work-related skills, for example attendance; punctuality; appropriate relationships with co-workers; completion of assigned tasks; dressing for work; maintaining good personal hygiene; self-managing behaviours that challenge participation and inclusion; and compliance with the norms of the work setting.

11. Monitoring, assessment for learning, evaluation and reporting

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Pupils can demonstrate progress in PSHE and SRE by

- Meeting with individual EHCP targets related to PSHE or SRE;
- Progressing through the curriculum framework of PSED or PHSE depending on their pathway.

Reporting:

- EHCP Progress reported termly to parents and annually at Annual Reviews;
- Curriculum Progress reported to parents at parents evenings, through curriculum reports.

Governor monitoring:

Governors are each responsible for monitoring a particular subject and may request interviews with members of staff or observations of activities in order to scrutinise pupils' progress towards progress in PSHE and SRE. A link governor should be identified to support and develop the subject of PSHE and SRE.

For further information on assessment, please refer to the TreeHouse's 'Assessment, Reporting and Recording' Policy.

12. Links with other policies

This policy should be read in conjunction with the following policies:

- Teaching and Learning Policy;
- Curriculum Policy;
- Intimate Care Policy;
- Assessment for Learning Policy;
- Equality and diversity policy;

This policy should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance);
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline);
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils);
- Equality Act 2010 and schools;
- SEND code of practice: 0 to 25 years (statutory guidance);
- Alternative Provision (statutory guidance);
- Mental Health and Behaviour in Schools (advice for schools);
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying);
- Sexual violence and sexual harassment between children in schools (advice for schools);
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts);
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC);
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development.

13. Resources

The Relationship Education and RSE programme is supported with appropriate resources that are free from stereotypes (i.e. disabled, sexual, ethnic, religious and/or gender stereotypes). Some resources may contain explicit material in order to ensure clear understanding, and all resources used will be specially designed for teaching RE and RSE. Care will be taken over the appropriateness of materials and the context in which they are used.

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The work will be confidential. The resources will be stored securely and only used when a member of staff is present.

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