

**Outcomes
First
Group.**

PERSONAL, SOCIAL, HEALTH AND EDUCATION (PSHE)

To be read in conjunction with:

- Relationships Education, Sex Education and Health Education (RSHE) Policy
- Social, Moral, Spiritual, Cultural (SMSC) Policy
- Careers Policy
- British Values Policy

The Tower School
September 2023

Headteacher: Lauren Gibbs

Contents

1.0 INTRODUCTION	3
2.0 THE INTENT AND IMPLEMENTATION OF PSHE WITHIN THE CURRICULUM	3
Policy Context and Rationale	4
3.0 CAREERS	6
4.0 BRITISH VALUES & PROTECTED CHARACTERISTICS	6
5.0 SAFEGUARDING AND DISCLOSURES WITHIN PSHE LESSONS	7
6.0 NON-PARTISAN VIEWS	7
7.0 CONFIDENTIALITY	8
8.0 EQUALITY AND DIVERSITY	9
9.0 SUBJECT REVIEW AND MONITORING	9

1.0 INTRODUCTION

The Tower School is operated by Options Autism and is owned by Acorn Care and Education Ltd, a subsidiary company of Outcomes First Group (proprietary body). The Chairperson of the proprietary body is Richard Power (COO).

The Tower School has its own dedicated management team, under the leadership of Lauren Gibbs.

Oversight of school management is provided by the Regional Director for Options Autism, responsible to the Managing Director and Chief Operating Officer.

Key decisions are referred to the Outcomes First Group's Board of Directors, In addition, the group extends its robust governance through local governing committees, a national education performance board and an independent Safeguarding and Quality Committee with three independent members.

The Tower School is an independent day school providing specialist education for pupils and young people aged 11 – 19 with a primary diagnosed need of Autism, higher functioning or Asperger's Syndrome. Many will also have other diagnosed needs that may impact on their communication skills and relationships.

2.0 The Intent and Implementation of PSHE within the Curriculum

PSHE is central to the development of the pupils in our school. Our programme is designed to help pupils deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives and be independent, self-disciplined and responsible members of society.

The provision of a comprehensive PSHE programme is central to achieving our school's own aims, objectives and mission statement. PSHE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports pupils in reaching their full potential.
- Developing key concepts, language skills, strategies and understanding to enable pupils to make positive lifestyle choices now and in their future.
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.

- Developing an understanding of sex and relationships that will affect them throughout life, highlighting healthy relationships and how to keep themselves safe from a multitude of risk factors.

The values and ethos of the school will not only be made explicit in PSHE, but they will also at times be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our pupils. The PSHE programme is embedded within other efforts to ensure children and pupils have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The Tower School provides opportunities for children and pupils to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

2) Implementation of the PSHE provision

We recognise that our pupils bring with them prior learning and real-life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our pupils.

Our PSHE programme is taught largely through PSHE lessons but also discretely through the entire curriculum. With this safe and supportive learning environment our pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHE programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools commitment to providing a 'healthy schools' climate and culture; and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff supported in partnership with families and the wider community.

The purpose of each lesson is made clear and learning experiences meet the needs of all the pupils in the class. The programme offers a wide variety of teaching and learning styles within PSHE education, with an emphasis on interactive learning and the teacher

as facilitator. Pupils are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising, the planning of special events at school, community involvement, school council meetings, recycling, and by taking on roles of responsibility within school.

All staff will endeavour to provide a safe and comfortable learning environment through the establishment of clear Ground Rules with each class at the beginning of the year, which are made explicit to the pupils and reinforced consistently. The aim of the ground rules is to establish an environment of respect and collaboration so that pupils feel confident in discussing sensitive issues. The ground rules are reinforced in the RSHE lessons and at the start of any RSHE activity or talk from an External Speaker. Staff routinely remind pupils of the protocols in place for confidentiality.

External Speakers and Outside Agencies: The school leads the programme but outside visitors have a role. There is a school protocol for involving outside visitors. We believe that external speakers can usefully supplement learning. We will ensure the external agencies and contributors' input is part of a planned programme which consolidates and grows prior learning. All visitors follow the Safeguarding policies in place when visiting the School. Classes or groups are always supervised by a member of the teaching staff.

The PSHE Curriculum is a spiral curriculum covering six key areas each year: Being Me in My World, Celebrating Difference, Dreams and Goals (Careers), Healthy Me, Relationships, and Changing Me. These areas are studied with ever-increasing depth of knowledge and understanding as the pupils themselves develop and learn. Topics include Self-Esteem, Risk, Drugs, Alcohol and Tobacco, Online Safety, Careers, Relationships and Sex Education and Diversity. The Prevent agenda is covered across the Year groups, FGM is covered as appropriate through Changing Me in Year 7 (Term 6) and Relationships in Year 11-13 (Term 5). Politics is covered through our unit on Politics in Year 11 Term 6 as well as through Votes for Schools, in which pupils vote democratically each week a chosen topic relating to SMSC. The Equality Act and the 10 Protected characteristics are also covered each year.

Please see the RSHE Policy for greater detail on RSHE.

3.0 Careers

The Tower School provides careers education and guidance programme for its pupils in all years. Careers will be delivered within our PSHE program, as well as throughout other lessons, with curriculum visits highlighting the routes into the workplace in a variety of sectors.

The primary learning outcomes of this programme are:

- a) Self-development: Pupils should learn how to understand themselves and develop their capabilities.
 - b) Career exploration: Pupils should learn how to investigate career and opportunities.
 - c) Career management: Pupils should learn how to implement their career plans.
- Pupils in all years will have positive careers input by school staff, as well as trained external careers advisers from our CIAG.
- Please see the Careers Policy for greater detail on careers

4.0 British Values & Protected Characteristics

British values are promoted in so much of what we do, not least during our school assemblies, Humanities and in PSHE. Modern British values are integral to our school vision and ethos and underpin our daily school lives. As well as actively promoting British values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British values, including 'extremist' views.

Please refer to the British Values Policy to read more about the British Values education that we follow.

Our PSHE curriculum underpins the beliefs, values and vision of our school, as stated in our Curriculum Policy, that 'no child is left behind'. As a school, we are aware that discrimination can lead to feels of exclusion and provide barriers to learning and taking a meaningful role in Society. Therefore, as a school, we model, uphold and educate students about the importance of everyone feeling included. This includes, but is not limited to, the Governments protected characteristics, which explain that no one is to be discriminated on the basis of:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

5.0 Safeguarding and Disclosures within PSHE Lessons

If a disclosure is made, the teacher must act in accordance with the School Safeguarding Policies.

The following are protocols for discussion-based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- Meanings of words will be explained in a sensible and factual way.
- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parents.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the School's policy in this matter.

6.0 Non-partisan views

Our curriculum is designed to be non-partisan and the OFG group reminds those with an influence over our pupils to maintain a non-partisan approach at all times during curriculum delivery.

7.0 Confidentiality

The aim of this part of the policy is to set out the School's position on confidentiality so that it meets the requirements of:

- the Data Protection Act.
- the Children's Act.
- the Schools Standard and Framework Act 1998.
- Child Protection.

Teachers are clear that they cannot be totally confidential and that if a pupil makes a disclosure that indicates that child abuse is taking place, the teacher is bound by law to refer that pupil to the designated person in the School, giving a value free report of the disclosure. At The Tower School our Designated Safeguarding Lead is Lauren Gibbs.

8.0 Equality and Diversity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will consider the ability, age- readiness and cultural background of pupils in order that all pupils can access the PSHE curriculum.

We actively promote social learning in PSHE lessons and across the school. We expect our pupils to show a high regard for the needs of others as encompassed in our school values. We will use PSHE education as a vehicle to address diversity and equality for all.

9.0 Subject Review and Monitoring

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by creating an inclusive, safe learning environment. Teaching will consider the ability, age- readiness and cultural background of pupils in order that all pupils can access the PSHE curriculum.

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10.0 Subject Review and Monitoring

The PSHE elements of the curriculum are planned and monitored by the Head of PSHE & Careers. This policy is due to be reviewed: September 2024.