

PSHE Handbook

Amwell View School



Photos



Photos



PSHE at Amwell View School

Intent

In EYFS and Primary phases of the school, PSHE focuses on developing skills to support pupils to join in with school routines. The aim is to enable pupils to gain and practise skills across all areas throughout the school day. This includes toileting, lunchtimes, play times, child initiated activities (within the EYFS) and all transitions. Pupils learn about aspects of self-regulation, managing themselves and learning to build relationships with their peers and adults at school. The intention is for pupils to work towards developing their independence, with a focus on developing their understanding and management of their personal care. There is also a focus on developing pupil's communication skills and engagement with their learning. There is also an intention that learning in PSHE develops pupils' social and emotional wellbeing.

Through teaching PSHE in the Secondary and Post-16 phases of the school, we aim to develop pupils as individuals regarding their understanding of themselves and who they are, and to prepare them for their transition to college and into adulthood. This encompasses learning about personal hygiene, social skills, relationships and the importance of physical activity and diet for a healthy lifestyle as their bodies change. Pupils also learn about money management, learning to identify, use and look after money.

Implementation

PSHE is embedded across all the curriculum subjects as pupils work on elements of their communication, understanding and problem solving ability to help them manage themselves throughout the school day.

Through the teaching of PSHE pupils learn to show an understanding of their own emotions and feelings, as well as those of others. They learn to regulate their behaviour while learning to work towards simple goals around sharing and interacting with objects and people. They learn to develop their ability to focus their attention on what people are saying to them and respond appropriately. Pupils begin to engage in a range of activities and show an ability to follow simple instructions.

Pupils learn to build relationships with members of staff and peers around school. They learn how to communicate their needs with different members of the school. Communication and social skills are developed as pupils learn to co-exist with others. They are encouraged to play and interact with others while learning and playing, beginning with adults and progressing to fellow pupils. Pupils are encouraged to refer to their communication tools such as

VOCA's, communication books and request strips, to help them understand and communicate about their needs and the structure of their school day.

Pupils develop their understanding of their own personal care routines during the school day including understanding what they eat, how they use the toilet and also how to complete activities such as washing their hands, teeth and showering. They also learn about what is theirs and what belongs to others. This is taught through identifying items such as clothing, food and other resources.

Pupils learn about maintaining a healthy lifestyle. They learn to recognise the importance of eating healthily and exercising regularly. Pupils bring in healthy snacks for morning breaks and then engage in an active curriculum designed by each different class teacher. Pupils also have opportunities to access the fitness suite, climbing wall and the Dell at different points of the week.

Pupils learn further about the different relationships they have with different people at home and around school. This will cover areas such as LGBTQ where appropriate, for pupils who this affects. Pupils learn to recognise and identify people they know and also identify who would be considered a stranger.

As pupils go through the stages of puberty they learn about how to manage and cope with bodily changes. This includes the management of their own personal hygiene with regards to washing and changing. Pupils receive varying levels of support to develop their understanding of how to manage their changing needs.

Linked to bodily changes, as pupils become more self-aware, pupils learn about public and private behaviour. Where pupils become more hormonal as they go through stages of puberty, they are encouraged to learn that some behaviours must remain private in the toilet, where they are alone. Pupils learn what is considered acceptable and appropriate behaviour in public versus what they are ok to do when in a private scenario.

Pupils also experience offsite visits in the local area. This helps the pupils to understand how to behave and be safe in an environment outside of the school. Pupils begin to transfer skills they have learnt in the classroom environment to the community environment. This will include learning skills to do with travel training, completing a shop at a supermarket or visiting a café.

With regards to money, pupils learn about how to identify different money values and what they can be used for. Pupils engage in role plays that require them to exchange money to pay for an activity or item. Pupils learn to differentiate between money values and perform exchanges that mimic what it is like to interact with a member of public in a shop.

Higher attaining pupils learn to develop their leadership skills, by supporting their peers and running simple games or activities that have been facilitated by a staff member. These pupils also learn to contribute to the school community by taking on roles and responsibilities for jobs such as delivering objects or letters, washing up, collecting fruit for the class and organising coats and bags at the end of the day.

Impact

Pupils have had experiences to develop their communication skills, their tolerance for being around others and how to cope with the various challenges of the school day. Pupils display skills that demonstrate they can work and play cooperatively and they can patiently wait for their turn during activities. As pupils move through the school they can attend and focus for longer periods of time and are emerging as social members of their class group. Pupils can engage with various activities alongside their peers, demonstrating a clearer understanding of what is theirs and what belongs to someone else. Adults continue to facilitate this, but independence is encouraged. Pupils are more self-aware and they have a greater understanding of what prosocial behaviour they should display during the school day. They also understand what adults' responses to their antisocial behaviour will be.

Pupils develop communication strategies that work for them that help them to share their responses to different stimuli. Pupils have experienced transferring their existing skills to different learning environments and learnt to produce different emotional, physical and vocal responses. Pupils also accept a greater range of adults supporting them to have their needs met.

Pupils demonstrate emerging skills for managing their personal care. This looks different from pupil to pupil but fundamentally each pupil can demonstrate a developing ability to manage themselves with regards to toileting, changing and eating.

High attaining pupils are ready to be active members of the community and can behave appropriately outside of school and around other members of the public with limited support. They are also at a stage where they can cope with changes in routine and self-regulate themselves when challenged with unfamiliar scenarios.

The impact of teaching PSHE is measured in the same way across the school. It is measured through teacher assessment against the half termly individual learning objectives and EHCP report outcomes. Teachers assess progress formatively in lessons using success criteria to document progress and next steps. Progress is also documented through the summative assessment tool, B Squared Engagement and Progression Steps. Progress evidence is documented half termly on learning outcome sheets along with sharing



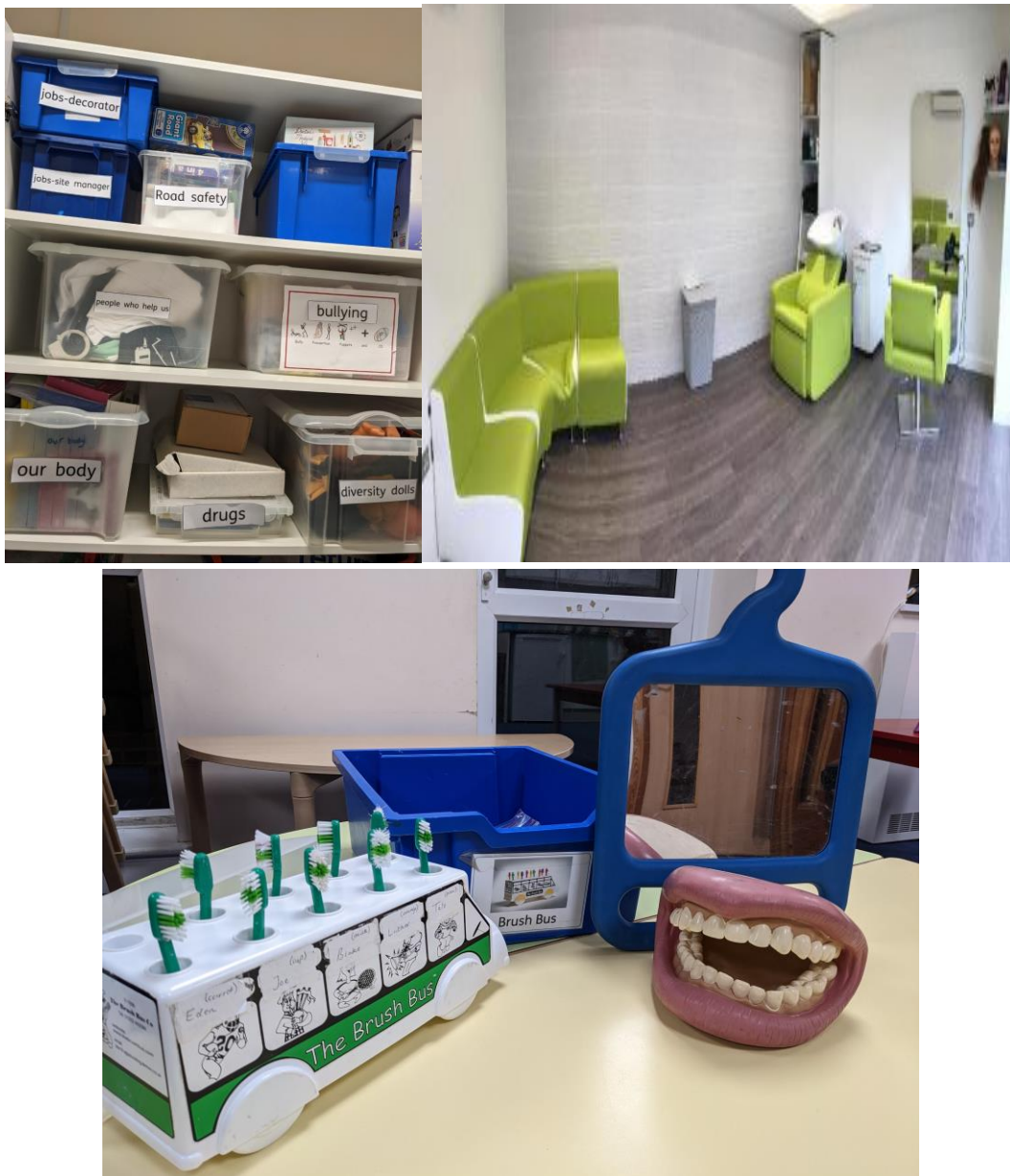
photographs and video evidence on Tapestry. Parents can also upload videos from home to share progress at home.

Within Early Years Foundation Stages, progress evidence is recorded by sharing photographs and video evidence on Tapestry.

PSHE Resources

We have a bank of PSHE resources upstairs in the resources room that can be borrowed to use during lessons.

Other resources can be found around school. Please ask the PSHE Subject Leaders as to where they can be located.



PSHE Resources

- Salon and resources, including hairdryer, shampoo etc.
- ICT Suite
- Class iPads
- Toothbrushes
- Model teeth
- Toothbrush holders
- Hairbrushes
- Model body parts
- Boxes of resources in the second cupboard in the resource room that include picture and symbol cards.
 - Jobs- decorator
 - Jobs- site manager
 - Road safety
 - Jobs- doctors
 - People who help us
 - Bullying
 - Our body- including models
 - Drugs
 - Road safety
 - Diversity dolls
- Topic related Library books
- Pupil specific belongings
- Class teachers make a range of resources/symbols for each topic relevant to specific learning outcomes

Subject Overview

This is an example of a Subject Overview.

The PSHE Subject Overviews can be found in:

Staff/ Curriculum/ Subject Overviews/ Current Overviews/ this year/ PSHE

PHSE Subject Overview

Key Stage Four

PSHE includes: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

PSHE is organised into six sections: (There are incorporated into each Key Stages' topics).

1. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
2. **Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
6. **The World I Live In** (Living confidently in the wider world)

	Autumn		Spring	Summer
Ongoing PSHE Provision	The following areas of PSHE development occur across the school day: - Pupils are encouraged to shower within their swimming routine or as part of a hygiene session. - Pupils are encouraged to learn how to maintain good hygiene and personal care through washing hands, toileting, salon visits and applying deodorant. - Changing and dressing occur for PE, Dance and Swimming. - Brushing teeth is a daily session for pupils using the Brush Bus resources. - Pupils are encouraged to eat healthily at school, with the support of parents. Fruit is available for collection by classes daily. - Pupils are supported to learn and play with and alongside their peers. - Pupils are supported to accept and follow the routines and boundaries of their class and wider school community. - Pupils are encouraged to develop their communication skills through the use of their most appropriate communication form e.g. verbal responses, VOCA's, symbols, TOBI's.			
PSHE	A	Personal strengths	Puberty	Healthy eating
	B	Public and private	Self esteem and unkind comments	Managing finances

Year Plan

You need to input your PSHE topics from the Subject Overview into your year plan.
Year plans need to be saved in:

Staff/ Planning/ Year Plans/ this year

Below is an example of 2022-2023 Year Plan for Class 9.

	AUTUMN	SPRING	SUMMER
PSHE	Feeling frightened/worried	Friendships	Taking care of the environment

There are planning ideas for each of the Year Plan topics, saved in:

Staff/ Curriculum/ Subject Overviews/ Current Overviews/ this year/ PSHE

Planning for PSHE

Through PSHE at Amwell View School, pupils will learn to:

- Develop attention, anticipation, responding and communicating, and choice making skills
- Develop transferable skills which are used in future provision and adult life

When creating outcomes for PSHE, consider all EHCP outcomes, communication outcomes and what the pupils need to learn. When considering planning, create motivating and meaningful activities with opportunities to develop skills in different contexts, plan for over learning and the retrieval process. Each key stage has a subject overview for the year.

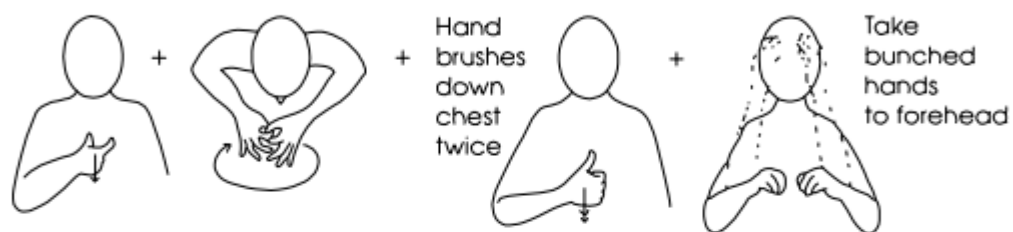
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- 2. Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
- 3. Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
- 4. Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
- 5. Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
- 6. The World I Live In** (Living confidently in the wider world)

Pupils learn about these areas as part of their timetabled PSHE lesson once a week. The following areas of PSHE development occur across the school day:

- Pupils are encouraged to shower within their swimming routine or as part of a hygiene session.
- Pupils are encouraged to learn how to maintain good hygiene and personal care through washing hands, toileting, salon visits and applying deodorant.
- Changing and dressing occur for PE, Dance and Swimming.
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PSHE



Makaton



me



you



Mum



Dad



Nurse



Doctor



Tip of middle
finger makes
contact with
body and
makes repeat
movement

toilet



Place and
mime as
appropriate

wipe



wash hands



Mime
appropriately

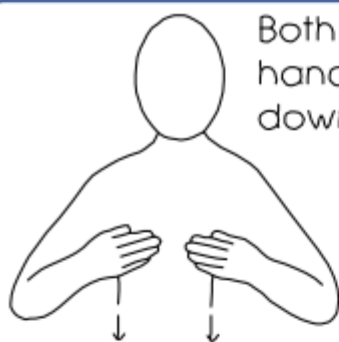
wash



brush hair



brush teeth



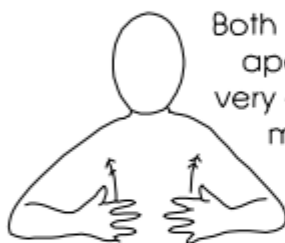
Both flat
hands move
down body

body



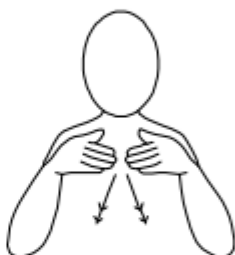
Both hands,
fingers apart,
make two very
quick downward
movements
on body

dress



Both hands, fingers
apart, make two
very quick upward
movements on
body

undress



Flat hands
make small,
slow downward
movement on
chest. Second
movement is
longer

clothes



Mime putting
foot in shoe.
For plural
repeat
reversing
hands

Repeat

shoes



Both hands
for plural

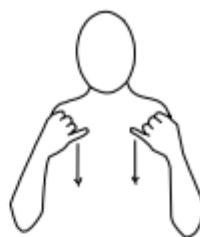
Repeat

socks



Middle finger
moves up
centre of
chest

feel

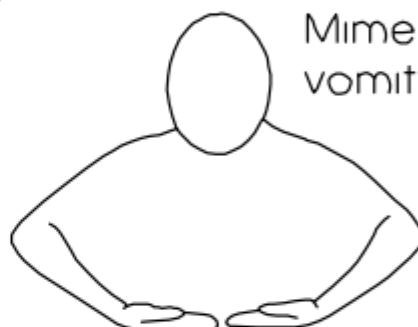


ill



Position hand
at appropriate
part of body
and shake
hand

pain



Mime
vomitting

sick



Make sign for
'Pain' by tummy

tummy ache



Point to tooth
then shake hand
at side of mouth

toothache



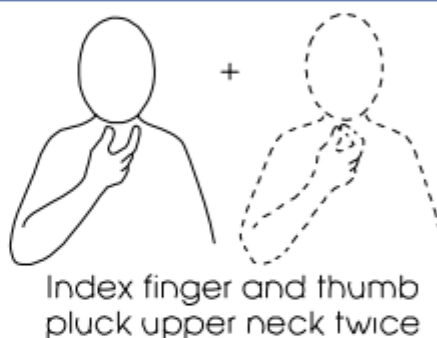
cold



hot



tissue



thirsty



hungry



sleepy