

PSED/PSHE Policy



Acorns is a school for pupils with generic learning difficulties. We provide high quality special education for girls and boys aged 2 to 11 years of age, from Preston and the surrounding areas.

Acorns Mission Statement:

1. To provide a happy safe caring environment for pupils and staff.
2. To encourage each child to fulfil their potential.
3. To create an environment in which every child's efforts and achievements can be celebrated.
4. To develop an inclusive curriculum with enjoyment and excellence at its heart.
5. To encourage all children to be independent learners.

Our Philosophy

Our objective is to implement a whole school approach to support the development of our pupils using a 'whole child' approach to teaching, learning and community engagement. We work to instil independence skills, self – esteem and self-confidence.

We aim to support the statutory guidance outlines in the National Curriculum and deliver Physical, Social, Health, Emotional Education at an appropriate level for our pupils. We aim to support our Mission Statement and nurturing School Ethos. We strive to equip our pupils with skills and attributes to the best of their capabilities to prepare them for the wider world and in becoming responsible, happy citizens.

Throughout the curriculum an emphasis is placed on the underlying moral and spiritual values common to the great religions of the world, together with the promotion of positive and caring attitudes. Collective worship in the form of school assemblies provides the opportunity for the school to gather together and share experiences, emphasising the school as a 'family' or community and promoting the pupils self-image and a sense of belonging. Acorns staff build on prior learning and taking into account the developing personalities, culture and religion of pupils.

Acorns have devised a programme of study for all year groups ranging from Nursery through to Year 6 into half termly topics. We are following the topic headings from B squared which incorporates aspects of PSHEE as outlined in the non-statutory guidance of the National Curriculum of Personal, Social, Health and Economic, Education and Citizenship.

Acorns offer a child centred approach to the delivery of PSHE and utilise opportunities to enhance understanding of the current affairs – educating children of current events in the News including Natural disasters. This education is the catalyst to our fund raising events. Pupils are educated on events throughout the year consisting of their local environments, the wider communities and the wider world around through whole school events and celebrations. School deliver lessons and host whole class assemblies based on Road Safety awareness, Anti-bullying, Children in Need etc. and cultural event celebrations such as Chinese New Year, Diwali etc. Acorns offer an annual World Awareness Day promoting education, understanding and tolerance to rejoice in our differences. Preparing them where possible for their future.

Acorns is a non-denominational school that promotes an inclusive attitude towards all cultures and world faiths. Throughout the curriculum an emphasis is placed on the underlying moral and spiritual values common to the great religions of the world, together with the promotion of positive and caring attitudes. Collective worship in the form of school assemblies provides the opportunity for the school to gather together and share experiences, emphasising the school as a ‘family’ or community and promoting the pupils self-image and a sense of belonging. Pupils are encouraged to participate in shared prayer and to thank god for the food they eat, the friends they meet and their day.

Acorns School follow the healthy schools initiative using Fresher Plus menus following a three week programme provided by Lancashire County council promoting healthy food choices and lifestyles. Kitchen staff use some organic foods such as rice, pasta, milk and flour. Schools catering staff cook from fresh on a daily basis.

Acorns have spent Sports Premium money from the Physical Education budget to fund professional input to support our pupils’ physical abilities. Acorns have hired Rugby Tots professionals in and Multi-skills staff from Sweeney’s to work with every class through school. These are both on a weekly basis. The professionals are supporting our pupils develop a class football team. The needs of our sensory learners have been accessing regular sessions as SPACE centre to develop their body awareness.

Due to the nature of the needs of our pupils Acorns also place a strong focus on incorporating opportunities within the timetable taught in discrete lessons to develop independence and life skills. These opportunities are built into daily classroom routines, including lunchtimes, break times, Friday clubs and after

school club activities. We make a conscious effort to explore and introduce children to a wide range of experiences to support the development of personal interests to encourage hobbies and recreational activities. Through self-dressing, organising themselves, and taking on a role of responsibility, self-feeding, healthy snacks, cutting skills and table manners.

We promote all our pupils participating in active Citizenship;

School Council – Meet regularly on a half termly basis or more if issues arise. School council meetings are held in the school Library with school council members, Acorns PSHEE co-ordinator and supporting Teaching Assistant.

Playground buddies – As selected by pupils in each class playground buddies are encouraged to help children find new friends, making children feel comfortable, include children to avoid loneliness, encourage participation in games, offer comfort to those who may have fallen, teaching new games to others and helping to get out and put away equipment.

Acorns Helpers – We encourage children to assist in the office with Receptionist duties i.e. answering the telephone and passing on messages. This promotes a sense of belonging, working with others and self-confidence.

Acorns offer **structured playground activities** two break times a week with a TA demonstrating appropriate use of equipment and resources. Introducing new games and encouraging pupils to follow instructions, rules and boundaries. Playground buddies and School Councillors encouraged to take responsibility over the equipment. Helping to take it out and put it away again after use.

Acorns support pupils with more complex profound, multiple, learning difficulties through a range of sensory methodologies including Body awareness activities including TAC PAC sessions, Massage, Vestibular, Sensory Integration, Trampolining, Foot spas, Therapy dog visits, Donkey Therapy half termly along with Hydrotherapy sessions. Pupils are encouraged to be independent where possible

Mini – Enterprise – Our eldest pupils access the local supermarket together, handling money to purchase ingredients for the sale of tea cakes. Pupils go

round school collecting orders, toast the tea cakes with teaching assistance support and deliver independently. Pupils use their profits towards class outings.

Representing the school – Our school Football team and School Choir attend events on occasions throughout the year.

School Choir – School choir rehearse every Monday afternoon with the school Music co-ordinator.

Singing Assembly – Every Monday morning the whole school participates in singing assemblies covering songs of worship and songs of seasonal themes. Singing is led by a teacher, use of visual projector and Makaton sign used alongside lyric sheets and image props. Pupils are encouraged to actively participate by coming up to the front and singing and signing leading their peers.

Acorns Focused Play – Through the use of structured, consistent and safe environment pupils identified and experiencing Emotional, Behavioural Difficulties attend a weekly session with a specified staff member to work on developing aspects of self-confidence, self-esteem, concentration skills, reduce anxiety, empower children and develop social skills.

LEGO Therapy – Communication skills, work collaboratively with peers, engage in appropriate turn taking and problem solving.

Resources are kept in a central point in a labelled box in the shared shed. Some resources can be found in the subject

Co-ordinators classroom as well as some resources in individual classrooms.

Acorns PSHE resource audit

Seedlings – Expression Masks, Let's look at me bag with objects of preference

Saplings – Expression masks, Money bag

Elm- Online resources

Cedar- Puppets, Role play, Small world resources

Willow- Small world resources, Persona dolls

Ash- Puppets, Persona doll and Magic Mike microphone

Pine Class – Wheelchair small world, Photocopiable worksheets, Emotion cards, Expression cards, Scenario cards, Emotive books.

Additional resources are available from outside agencies e.g. School Nurse, Dental Nurses, Lancashire Healthy Schools Programme, Drug Education Team, Connexions and the Citizenship Adviser.

Evidence and Assessment – Photographs and planning stored on the work room computer, some photographs on the school website of evidence. Each class has a portfolio book where photographs are stored with necessary comments. Celebrations, Special activities, Achievements and Community visits. School staff have transferred over from the PIVATS document over to B Squared. Children have been baselined and will be assessed 3 times a year to monitor progress.

Bikeability-During the summer term pupils get the opportunity participate in Bikeability. A scheme based on government approved National Standards for Cycle Training. To increase teaches basic bike-handling skills in a controlled traffic-free environment.

LINKS WITH OTHER POLICIES

Sex and Relationship Education

Drugs and Alcohol education

Confidentiality

Anti-bullying

Child Protection

Protocol for visitors to school

Sex Education

Class teachers cover issues surrounding puberty and adolescence. Jo the school nurse conducts Sex education sessions towards the end of Summer Term with Year 5 / 6 pupils and pupils whom it is most appropriate.

School Policy Review Date:

November 2016

Appendix A – CURRICULUM MAPPING

PSHE units and their focus'

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year group	Me and my Relationships inc. bullying	Health, Hygiene, Lifestyle and Well-being	Drugs education	Citizenship	My World and the Wider World	Financial capability
Seedling Saplings	Growing and changing Feelings emotions	People who help us dentist/doctor Self-awareness, self -esteem Managing feelings and emotions Choosing how to behave Communicating and co-operating Empathy Basic hygiene - Washing hands	Safety medicines Health workers	To value each other	Sights and sounds in and around the school environment	Different types of money and why we need it. Ways we use money
Cedar Class	Growing and changing Feelings and emotions Families	Self-awareness, self -esteem Managing feelings and emotions Choosing how to behave Communicating and co-operating Empathy Fruit and vegetables Hygiene	Medicines Health workers Discarded syringes	To prepare to be an active citizen	Exploring the immediate local environment	Spending & saving Ways we use money
Elm Class	Growing and changing Feelings and emotions Families	Self-awareness, self -esteem Managing feelings and emotions Choosing how to behave Communicating and co-operating Empathy Balanced diet Food Groups	Medicines Hazard safety	To learn about the Community	Caring for the school environment	Value of money Ways we use money
Willow Class	Growing and changing	Self-awareness, self -esteem Managing feelings and emotions	Medicines Discarded syringes	To take responsibility for	Looking after the local environment	Personal spending How children get money

	Feelings and emotions Personal responsibility Gender issues	Choosing how to behave Communicating and co-operating Empathy Dental care Healthy eating	Solvents	own actions		
Ash Class	Life cycles Feelings and emotions Personal responsibility	Self-awareness, self -esteem Managing feelings and emotions Choosing how to behave Communicating and co-operating Empathy Exercise 2.Healthy eating	Medicines Legal and Illegal drugs	What makes a good citizen?	Habitats in the environment and to take care Internet Safety	Personal spending Different types of savings
Pine Class	Body image Friendships and relationships Puberty Gender issues	Self-awareness, self -esteem Managing feelings and emotions Choosing how to behave Communicating and co-operating Empathy Personal hygiene	Alcohol Tobacco	Working with others for others (valuing diversity)	Local environmental issues Internet Safety	Spending and saving Generating personal spending/saving plan
Oak Class	Transition Influences and pressures Puberty	Self-awareness, self -esteem Managing feelings and emotions Choosing how to behave Communicating and co-operating Empathy Health and the media	Tobacco Unknown substances Awareness of illegal substance	Active citizenship	Global environmental issues Internet Safety	Money, a material world – other values Generate a spending/saving plan. Think about credit/profit Spending in the community.

Subheading themes for each Term are taken from our whole school assessment tool B Squared

