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sunfield

Human and Social Development (PSHEE) Policy

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| Date Updated | August 2018 |
| Lead Person/s | Head of Education |
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Our Vision and Values

Our vision

That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

Our values

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value the capacity for re-imagination present in all people, towards positive change and development.

We value openness, goodwill, tolerance and treating individuals with dignity and respect.

“The right of all children to the highest quality education is not only a social ideal but a social necessity” Rudolf Steiner, 1919

At Sunfield we believe that all young people are entitled to engage in meaningful learning which can give them the confidence and skills to participate in lifelong development. It is our duty as educators to identify the barriers they experience and to help them overcome these, re-imagining themselves, fostering their curiosity and realising their potential. Through effective education, we can help our young people to re-engage not only with learning but with the wider social community.

Rationale

At Sunfield we are committed to a holistic approach which places personal and social development at its core. Personal, social, emotional, health and economic education, alongside spiritual, moral and cultural development are explicitly reflected in the values and ethos of Sunfield, in the learning atmosphere, in the encouragement of positive behaviour and relationships, in the promotion of respect for all individuals within our learning community, and through resources provided in all areas of the school and use of the local community.

Due to the complexity of their needs, many of our students arrive with limited awareness of themselves or others, or the intricacies of social relationships and the effect of their behaviours on others. Differences in sensory experiences, perception and thought processes mean that motivation, curiosity and enquiry, planning and predicting, choice and decision-making, reflecting and evaluating, can be difficult for many of our students. The social and emotional challenges they have faced during their journey to Sunfield, including disrupted attachments and experiences of rejection through unsuccessful placements,

mean that this area of learning and development is of critical importance to their long-term wellbeing. We also recognise that some children and adults with learning difficulties are vulnerable to sexual exploitation and radicalisation, so from a safeguarding perspective this area is again, one which can make a transformational difference to our young people's quality of life if we get it right.

We are proud that with an integrated waking day curriculum reflecting the SCERTS (Social Communication, Emotional Regulation and Transactional Support) programme, skilful support and repeated opportunities to develop and apply their emergent skills, our students can and do make significant progress in this most critically important area.

Staff Training

Due to the complex needs of our students, and the abstract concepts which the Human and Social Development curriculum addresses, much of the work and safeguarding of our students in this area is developed and maintained through staff training and support. All staff undertake training relating to the PREVENT guidelines, as well as completing regular safeguarding training, which incorporates safeguarding when using the internet and social media.

Students' internet access is restricted by Sunfield's IT department, to ensure that inappropriate websites cannot be accessed by the students. Access to Youtube is blocked, with Sunfield having its own version of the website, enabling us to carefully vet all videos before allowing the students to access them. Students who are able to access IT independently have their own email accounts, which are accessed through class student log-ins. The class student log-ins also restrict access. More able students are also encouraged and supported to undertake Digital Literacy and Citizenship schemes at a level appropriate to their ability, to further develop skills in keeping safe online.

The Human and Social Curriculum

Joint targets reflecting the individual needs of students through the SCERTS programme are set collaboratively and form part of each student's Individual Learning Plan (ILP). SCERTS targets are evaluated, and a new ones drafted, on a termly basis, and reassessments through the SCERTS programme take place annually. The draft targets are then sent to parents/families so they have time to contribute their perspectives and wishes at the review meeting which can be incorporated into future planning.

Within school, the Human and Social curriculum may be taught in discrete sessions (if deemed developmentally appropriate) but also underpins many of the daily learning opportunities, including exercise, snack and leisure time. On the residential houses, again, opportunities to develop student's personal and social skills are embedded as part of everyday independence and leisure programmes.

The Human and Social curriculum is diverse and written in-house to meet the specific needs of our student population. It includes areas of focus to support students to develop skills in:-

- Developing self-awareness, recognising and communicating their likes and dislikes
- Joining in and contributing to the life of the school through regular routines and shared experiences
- Developing awareness of their bodies

- Recognising that there are differences and similarities between people and that each person has a different identity
- Recognising that there are views other than their own which are often based on different beliefs and experiences
- Recognising that they are growing and changing and to learn about how the body changes in preparation for puberty
- Learning about the nature of friendships and relationships, including sexual relationships, where developmentally appropriate
- Recognising the risks in some situations, making safe choices and communicating the need for, or refusal of, help
- Appreciating what makes a healthy lifestyle

When students reach Year 10, there is also an additional focus on:-

- Preparing for adult life by thinking about the post-16 choices available
- Being aware of their personal qualities, skills and achievements
- Dealing with changing relationships
- Exploring and understanding the difference between hopes and dreams, and realistic aims and achievements

For students who developmentally are able to understand and comprehend more abstract concepts, the following areas are also delivered as part of the Human and Social curriculum:-

- Understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- Staying safe online
- Recognising and staying safe from all forms of bullying, including e-safety

PSHEE and Personal Wellbeing

1. Key Concepts

At Sunfield we help all our students to understand the following concepts:

Personal identities – acquiring and extending self-knowledge, recognising when they feel confident and positive about themselves, and factors that affect this.

Healthy Lifestyles – recognising that a healthy lifestyle and the wellbeing of self and others depends on recognising and responding to a variety of sensory, physical, mental and emotional experiences, making safe choices, knowing and understanding about physical, mental, sexual and emotional health changes relating to themselves and others, coping with growth and change and knowing who to see and where to go for help.

Risk – developing the confidence to try new challenges safely, individually and in groups and appreciating the positive and negative effects of risk taking. For more able students,

this will also include staying safe online, and recognising when a situation or activity has a high level of risk.

Relationships – learning and developing relationship skills, understanding that people have multiple roles and responsibilities in society and that contributing to groups, teams and communities is important and understanding that relationships can cause strong feelings and emotions. It is especially important that students are encouraged to learn appropriate ways to express their feelings and to seek help and support e.g. from their key staff, advocates, or using the Purple Dragon ‘Listen to me’ system. For more able students, this will also include recognition of all forms of bullying, how to prevent it, and who to go to for help and support.

Diversity – appreciating that there are similarities and differences between people and understanding that we should be tolerant of and fair to people regardless of race, religion, culture, ability or disability, gender, or age. For more able students, this will include work around discrimination and equal rights, with reference to the Equality Act (2010) where developmentally appropriate.

2. Key Processes

The essential skills and processes that our students are helped to learn include:

Critical reflection – developing self awareness, reflecting on their own and others’ values, personal strengths, achievements and areas for development, recognising and responding appropriately to praise or criticism, acknowledging and learning from mistakes made by themselves and others, setting targets, recognising how others see them, reflecting on feelings, managing and expressing strong emotions, and expressing opinions and views.

Decision-making and managing risk – taking a degree of responsibility for themselves, their belongings and tasks, using knowledge and understanding to make informed choices about safety, health and wellbeing, knowing when, how and where to find information and help and request information and help when necessary, assessing and managing risk in personal choices and situations and understanding that by managing feelings and emotions effectively decisions can be made and risk managed more effectively.

Developing relationships and working with others – using non-verbal and verbal social communication skills to seek attention, greet, share space, items, activities and attention, negotiating, being assertive and collaborating in order to build and maintain a range of positive relationships, recognising the rights and responsibilities of themselves and others and knowing that their actions have consequences, making judgements between right and wrong, choosing, initiating and following through tasks and activities selected by themselves and others, recognising that they can make a difference or make changes by individual or collective actions, valuing differences between people, their preferences, beliefs and opinions, and demonstrating empathy and a willingness to learn about people different from themselves.

3. Range and Content

The breadth of the subjects taught is found within the units of work produced for Human and Social Development and SRE, relating to cross curricular topics and multi-cultural and faith themes as well as links with other curriculum areas e.g. Scientific Skills, SMSC and Linguistics.

This includes:

- Developing self-knowledge, including an awareness of their own emotions
- Recognising personal preferences and values and those of others.
- Studying people portrayed in the media.
- Physical, sexual and emotional growth and change, if developmentally appropriate.
- Receiving drugs awareness training that includes the importance of medicines, if developmentally appropriate.
- Finding out about the importance of balanced diets, rest and relaxation, leisure, fitness and exercise.
- Ways of recognising and reducing risk and of getting help and support.
- Making and maintaining positive relationships and coping with changing relationships.
- Recognising different types of relationships.
- Understanding and using rules and agrees codes of behaviour.
- Recognising similarities, differences and diversity among people of different race, culture, ability, disability, gender and age and the need to tolerate and respect individuals and communities.

More able students will also explore themes such as:-

- Understanding how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- Staying safe online
- Recognising and staying safe from all forms of bullying
- Recognising the impact of peer pressure and how to cope with it

4. Curriculum Opportunities:

Students are given opportunities to:

- Make real choices and decisions through the routines and structure of their daily lives, as well as during lessons and activities.
- Form opinions and express viewpoints effectively.
- Meet and work with a range of people within different groups in school and the wider community.
- Work as members of different groups taking on different roles and responsibilities, and identifying the range of skills and attributes needed for teamwork.
- Evaluate their personal development and learning and set targets and goals.
- Identify sources of help and support and provide information to others.

Economic Wellbeing and Financial Capability (please also refer to the Careers Education Statement in Appendix 1)

Key Concepts

At Sunfield we help our students to understand the following concepts, at a level suitable for their individual developmental needs:

Career –that people make a lifelong progression through learning and work and understanding the qualities, attitudes and skills that are needed to develop, make transitions, cope with change and create and seize opportunities.

Capability – the skills, attitudes and qualities that are needed to be enterprising e.g. decision-making, personal, social, leadership, risk management and presentational skills, self reliance, open-mindedness, respect for evidence, adaptability, perseverance, flexibility, creativeness and confidence, understanding how to manage money, making plans, developing, reviewing and adapting plans and becoming critical consumers of goods and services.

Risk – both the positive and negative aspects of taking risks, understanding the need to manage risk for lifelong learning and work, taking risks and learning from mistakes.

Economic understanding – understanding economic environments and the different types of businesses in the public, private and voluntary sectors, and understanding the functions and uses of money. This will include being involved in raising money for charities and good causes.

Key Processes

The essential skills and processes that our students are helped to learn include:

Self-development – developing and maintaining their self-esteem, recording and reviewing personal experiences, identifying life roles and ways of managing relationships between them, assessing their needs, interests, values, skills, abilities and attitudes in relation to options in everyday life, learning, work and enterprise, developing more independence in choosing activities, resources and in performing personal skills and other tasks, reviewing their experiences and achievements, preparing and coping with change and adapting to new situations.

Exploration – using a variety of information sources to explore options and choices in financial and career contexts.

Enterprise - identifying the main qualities and skills needed to work in various jobs, assessing, undertaking and managing risk, managing change and transition, using approaches to working with others including listening to others and responding appropriately, cooperating, negotiating, taking turns and sharing, recognising their own needs, views and feelings and being sensitive to the needs, views and feelings

of others, recognising their own and others achievements, problem-solving and action planning, understanding and applying skills and qualities for enterprise e.g. self-confidence, demonstrating and applying understanding of economic ideas. Together with financial capability, this aspect is often best delivered through involvement in work-related learning, social enterprise and fundraising for good causes.

Financial capability - managing money (including pocket money and simple budgets), and identifying how finance will play a role in their lives and in achieving their aspirations. This is especially important for more able students who may be expected to take on management of a personal budget in the future; many of our more able young people enjoy beginning to take increased responsibility for their pocket money but struggle to understand the need to pay bills, TV licences etc. As part of our commitment to preparing them for adult life and assessment of their capacity, we need to ensure that they begin to understand the processes and have opportunities to develop their potential in a safe and well-managed way.

Range and Content

The breadth of the subjects taught is found within the units of work produced for Human and Social Development relating to cross curricular topics and multi-cultural and faith themes, Economic Wellbeing and Financial Capability, and Careers Education Information Advice and Guidance as well as links with other curriculum areas (e.g. Mathematical Skills) and accreditation options. This includes:

- Studying different roles within families, school and the community and different kinds of work including voluntary work.
- Finding out about work roles, identities and how different work roles are interlinked.
- Finding out about a range of opportunities in learning and work.
- Recording and reviewing personal experiences.
- Experiencing personal review and planning processes.
- Recognising the skills and qualities necessary to meet employers' needs.
- Considering health and safety at home, school and in the community including work places and the consequences of not following health and safety rules and procedures.
- Learning a range of economic and business terms.
- Managing money in a range of situations (personal situations as well as situations beyond their immediate control and experience), recognising what influences how people spend money, and learning about a range of financial products and services.
- Finding out about risk and rewards through savings, investment and trade.
- How businesses use finance i.e. to employ people and buy materials.
- Social and moral dilemmas about the use of money e.g. environmental issues.

Curriculum Opportunities

Students are given opportunities to:

- Investigate traditional and non-traditional roles in the home, school and community.
- Identify different work roles of characters in books or on television, recognise roles of different family members and know that they have roles at home and school.
- Explore examples of work and enterprise
- Recognise, develop and apply their skills for social enterprise and employability e.g. functional skills of English, Mathematics and ICT, preparing for and coping with change and adjusting to new situations, using skills for working with others including listening and responding appropriately, cooperating, negotiating, taking turns and sharing, recognising their own needs, views and feelings and being sensitive to the needs, views and feelings of others, recognise their own and others achievements, independent enquiry, self-management, innovation and creativity, problem-solving, risk-taking and management, recording experiences, reflective thinking and personal financial management (e.g. pocket money).
- Demonstrate increasing independence in choosing activities, resources and managing their own physical needs.
- Organise, plan and record activities and carry them through to completion.
- Experience the need to ask for and draw on help and support.
- Find out about health and safety rules and procedures at home, school and in the community including work places and consider the consequences of not following health and safety rules and procedures
- Have direct and indirect contact with people from business e.g. work-based visits, visitors from businesses coming into school, working with multimedia resources.
- Explore options and progression routes in learning.
- Have contact with information, advice and guidance specialists.
- Engage with ideas, challenges e.g. enterprise or problem-solving activity and applications from the business world.
- Explore sources of information and ideas about work and enterprise e.g. first-hand experience of people who work and sources accessed through ICT and the media.
- Discuss contemporary issues in work e.g. health and safety, sustainable living.
- Write a personal statement and make an individual learning and career plan.
- Make links between economic wellbeing and financial capability and other subjects and areas of the curriculum e.g. mathematical skills
- Participate in Work Related Learning at Sunfield and in the wider community

The three strands for 'Economic Wellbeing and Financial Capability' are:

- *Financial knowledge and understanding* – understanding the concept of money, its functions and uses e.g. recognising that you have to pay for items and services and exchanging money for products, materials to make products and/or for services, knowing about different kinds of money cash, cheques and bankers cards.
- *Financial competence* – money management now and planning for the future, keeping money safe and consequences of losing money, keeping records of money available and money spent.
- *Financial responsibility* – impact of money on personal financial decisions and at a greater societal level, making social, moral, aesthetic, cultural, environmental as well as economic value judgements.

At present the units for ‘Careers Education Information Advice and Guidance’ cover:

- *Self-development* – understand themselves and influences on them.
- *Career exploration* – investigate opportunities in learning and work.
- *Career management* – make and adjust plans to manage change and transition.

We recognise the rights of all of our students to receive ‘Careers Education Information Advice and Guidance’ that is personalised and relevant to them and we strive to provide this in collaboration with their local authority and families. This includes ensuring that they understand what options there are for young people leaving Sunfield and that their own aspirations are included in the transition planning process. Very few of our students’ authorities currently provide an independent CEIAG service (such as Connexions) so Sunfield employs a Transitions Officer, who can work with families, staff and young people to ensure that all of our young people have continued opportunities to progress and make a positive contribution in their adult lives. The Transitions Officer has a good knowledge and understanding of options and funding for young adults and can advise students’ families once the students turn 14; she becomes increasingly involved in their final school years. Students also receive work related learning opportunities at Sunfield, to support their understanding of careers.

Strategies for Teaching

Teaching staff and care colleagues are encouraged to adopt a variety of teaching styles in order to allow students to observe, explore, discover and practice for themselves, thereby enhancing the developmental process. It is important that students learn to employ cognitive strategies to understand themselves and their world, interacting with others and the environment in which they live.

Staff are encouraged to:

- Create opportunities for students to interact in a range of situations, 1:1, pairs, groups, class, and community to develop their confidence and skills as effective communicators.
- Create opportunities for students to build up their independence in personal skills and in aspects of their own development.

- Increase positive interaction between members of their family, house and class groups, and in friendships.
- Provide a variety of experiences of the wider community to increase understanding of the world.
- Offer challenges to create opportunities for problem solving and decision-making to ensure progress and achievement.
- In the case of some of the more abstract concepts, or areas which are not developmentally appropriate for some individual students, staff will remain responsible for ensuring students are kept safe and are not exposed to anything which may be damaging or detrimental. This includes monitoring students' use of the internet and online media, ensuring that students are not putting themselves at risk of exploitation or abuse.

Strategies for Learning

Students should be able to:

- Respond appropriately to communication from adults and peers
- Actively participate in teaching sessions
- Meaningfully interact with teaching materials
- Access a range of appropriate learning opportunities, equipment and resources

Community Links

It is important that students are given opportunities to transfer skills learnt to meaningful situations in the wider community. Students have weekly access to shops, libraries, leisure facilities, local transport, etc so that they may develop an understanding of the wider community and learn skills related to personal development and independence in a range of environments. Some students have opportunities to participate in Work Related Learning activities within the wider community, and access to a local college to participate in community activities.

Cross Curricular Links

The development of knowledge, skills and understanding in the area of PSHEE is intrinsic to all other areas of the curriculum. Communication, interaction, independence, social skills, community links and health are all part of everyday living and must be addressed at all times of the day in an integrated way. The continuity is provided by joint planning. The topic cycles provide the breadth of learning. Staff must be aware that generalisation of learning to a variety of environments is of great importance.

Parents and Family Involvement

At Sunfield, we work in collaborative partnership with parents and families in the following ways:

- joint assessment and planning of SCERTS targets
- Open days
- discussions at reviews
- joint school celebrations such as Awards ceremonies and cultural celebrations

- use of the family centre for families to stay and be more closely involved in their son/daughter's education and care

Assessment, Recording and Reporting

The SCERTS curriculum has a recording system to assess progress and achievement towards planned targets. Assessment is initially through base-lining and agreed targets are worked on for set periods of time while progress is recorded, noted, celebrated and evaluated before new SCERTS targets are set.

Accreditation is planned using a rolling programme of access to modular, nationally recognised award schemes.

Other areas of the Classroom Monitor assessment, such as Literacy, also feed into this assessment process.

Health and Safety

It is the responsibility of all staff to be aware of Health and Safety issues and to foster safe practice for students and staff.

Appendix 1

Careers Education Statement

At Sunfield we passionately believe that each of our young people can make a positive, meaningful contribution, both within the community of Sunfield, and the wider community. Learning about community and making a positive contribution is delivered through our PSHE curriculum, weekly celebrations and festivals, and also through daily and weekly jobs that students carry out as part of the school day. This includes activities such as collecting the registers, gardening, litter picking and completing stock orders for other classes. Our practical skills therapeutic approach gives students a broad range of learning experiences which relate to the world of work.

As students reach Year 10, and then move up into the Post-16 provision, the focus moves onto enabling each students to develop their own sense of how they can make a positive contribution, both now, and within their adult lives. This includes work related learning opportunities within Sunfield, including work in the walled garden, dining room and farm. Work related learning is a key focus for students from year 10 onwards, and is complemented by an increased focus on functional skills and independence, in preparation for adulthood.

Weekly outings into the local community also enable students to engage with people carrying out different jobs in a range of settings, including cafes, supermarkets, parks and the local swimming pool.

Students can access alternative careers and work related learning opportunities at Glasshouse College and Vale Head Farm, including green woodwork, weaving, drama and horticulture. All of these opportunities give our students hands-on, practical experience of work, as well as setting expectations which reflect working life (such as following instructions, working with others, following rules). These experiences are further developed and consolidated through the ASDAN accredited scheme, with modules available to reflect student's learning in these areas.

The following ASDAN modules are available for students to study:-

- Developing Skills for the Workplace: getting things done
- Developing Skills for the Workplace: following instructions
- Developing Skills for the Workplace: health and safety
- Developing Skills for the Workplace: looking and acting the part
- Developing Skills for the Workplace: looking after and caring for animals
- Developing Skills for the Workplace: growing and caring for plants
- Participating in a Mini-enterprise Project

Students can also access other accredited programmes in the area of work related learning, at levels suitable and appropriate to their needs and interests.

Social enterprise opportunities and mini-enterprise projects support the development of an understanding of work and work related activities. These are carried out throughout the year in a range of subject areas, including making and selling wax melts, horticulture, and fund raising.

Evidence of these practical achievements, students' likes and dislikes, are all gathered by staff and used to help students make informed choices and decisions. Breadth and balance of the opportunities on offer, for all students, plays an important role in enabling choice making, and for students to learn that it is okay to change their minds and try something new.

The information gathered through the work-related learning opportunities the students engage in is shared with families, local authorities and the transitions team to support and inform future placements. We work with 14 local authorities, not all of whom are able to provide independent careers advice. Therefore Sunfield works flexibly to ensure that students receive practical, meaningful experiences of different areas of work, at a level suitable for their needs. Staff work closely with transitions teams from local authorities to ensure the best outcomes for our young people post-Sunfield, and we also have our own Transitions Officer to further support this process. CORAM Voice advocates visit all students within the school, and play a key role in independently advocating for our young people, and ensuring that their views and wishes are heard.