

PSHE

PSHE at Red Gates

Personal, Social, health and economic (PSHE) education strives to develop the knowledge, skills and attributes all pupils need in order to keep healthy and safe and prepare them for life. It covers 'health and wellbeing', 'relationships', and 'living in the wider world'. The teaching and learning of PSHE at Red Gates is embedded in everything we do. It is differentiated, personalised and developmentally appropriate. It is part of our formal lessons eg cooking, science, attention autism, and in our routines eg our visual timetables, Now and Next boards, Total Communication, hygiene routines. Through these we teach the pupils about keeping healthy, physically and mentally, and making good choices; to build positive relationships, with their family, peers, familiar adults, and those in the wider community; and life skills for life beyond school. Pupils individual targets and assessments form part of their EHC plans and pupils Personalised plans, as well as additional observations being recorded on SOLAR.

EYFS

PSHE is incorporated into the teaching of 'Personal, Social, Emotional Development' (PSED), 'Health and Self-Care' (HSC) and 'Understanding the World'. (UW) When working on 'PSED' we employ a range of strategies to enable our pupils to form positive relationships, develop their Self-confidence and self-awareness, and manage their feelings and behaviour. For example we have a 'choosing' session every morning that give the pupils the opportunity to play individually with their key worker – building positive relationships. Self-confidence and Self-awareness is developed through our TacPac sessions and 'WOW' times. We help pupils to manage their behaviour through establishing routines, being mindful of pupils individual needs, including sensory needs, and establishing enabling environments. Through Health and Self-care the pupils explore a range of healthy food and encouraged to choose which they would like to eat and to independently feed themselves. They are encouraged to help with toileting and dressing – developing their independence skills.

LISS

PSHE is taught during discrete lessons, as well as embedded in all the activities throughout the day. Health and Well-being are taught through PE, cooking, ICT (online safety), Science – growth and change. It is also explored throughout the day – during lunch time, brushing teeth after lunch, toileting routines and play times. Self-awareness is celebrated through 'WOW' sessions, Star of the week and opportunities for self-evaluation;. Positive relationships are encouraged continually and fostered through turn taking games and activities, Golden time, and play time. Pupils are taught to ask for help when needed, and taught to express their feelings in positive ways using commenting boards, signing and speech. Living in the wider world is taught through community visits –shopping, tram journeys, visits to cafes etc as well as class based lessons for example 'people who help us' and role play activities.

Sensory

Relationships and Health and Well-being are embedded in the routines of the day rather than taught as discrete lessons. A range of strategies are used to develop positive relationships between pupils and adults. Intensive interaction activities are used throughout the day, encouraging the initiation of social contact, sharing space and sharing favourite sensory activities. This may lead to pupils participating in simple turn-taking activities eg rolling a ball back and forth. Star box is also used to develop relationships, develop the pupils' self-awareness and encourage interactions eg by requesting the continuation of an activity. Pupils are encouraged to make choices throughout the day, using PEC's or real objects. This develops the ability to initiate interactions, show personal preferences and self-regulate behaviour. Pupils are given the opportunity to practice Self-care skills, washing faces, brush teeth and hair. Toileting times are used to teach hand washing and toileting routines.

ASD

Our pupils are exposed to different activities throughout the day which incorporate PSHE objectives. Daily TEACCH sessions promote independence, self-regulation, and self-esteem. Attention Autism encourages the development of relationships through building the ability to focus on others, take turns with others and complete tasks requested by others. The physical environment of the ASD classrooms help pupils self-regulate and promotes focus by limiting distractions. Predictable routines and the use of visual timetables, Now and Next boards etc help pupils understand rules and boundaries. Life skills lessons include self-care (brushing teeth and hair and washing faces, applying sun cream, dressing and undressing etc), cooking, shopping, safety online, help pupils develop their independence and the ability to keep themselves healthy and safe. Pupils are asked to make choices throughout the day, developing their ability to express themselves and working towards understanding around consent.