

Merstone School PSHE – Intent and Implementation

Intent

At Merstone school, our intent for PSHE is to support pupils to develop and promote the spiritual, moral, cultural, mental and physical development of pupils. We intend to prepare each individual for life outside of Merstone School and to support them in becoming an aware and active member of their community. PSHE will allow pupils to immerse themselves in specific topics areas within PSHE that will provide them with opportunities, responsibilities and experiences for later life. We want our pupils to have high aspirations and in an ever-changing world and be able to manage their emotions. The curriculum will ensure they can play an active, positive and successful role in a global community. Our 'Relationships and Sex Education' paired with our 'Protective Behaviours' ethos, enables our children to learn how to stay safe, and to understand and develop healthy relationships, both now and in their future lives

Implementation

PSHE is taught in discreet lessons throughout the week in Sapphire, Emerald, Topaz and Diamond departments and is woven throughout wider sessions within Pebbles, Moonstones and Rubies departments. Merstone school uses a combination of Jigsaw PSHE, Equals PSHE, ASDAN and complimented with Citizenship schemes of work- to support pupils to learn and develop their understanding of a variety of PSHE topics areas depending on their age, department and their current topic. These schemes of work are heavily adapted to suit the learner's needs and abilities and work is then further differentiated to support individual pupil's ability.

Pebbles and Moonstones departments (EYFS) – In the foundation stage, PSHE is taught as an integral part of topic work and is embedded throughout the curriculum. Pupils experience and learn from chosen topics to ensure that the PSHE curriculum content is covered, and pupils experience a wide breath of study in this subject area.

Emerald, Sapphire, Topaz and Diamonds Departments- PSHE is taught through a comprehensive scheme of work which supports pupils to better understand and develop skills within the areas of 'Health and Well-being', 'Relationships and Sex Education' and 'Living in the Wider World'. These learning opportunities are taught during timetabled lessons and are further enhanced across the entire curriculum where pupils develop their personal, community and life skills to become a happy and active member of the school and local community. The PSHE Jigsaw Scheme of Work supports learning in these key stages, however, are heavily adapted to support the pupil's needs and abilities. Changes that come as we grow older are also supported on an individual basis in line with requests from parents and carers and the specific needs of each individual. Workshops are offered to parents to further support and develop pupils and their families are they grow older. PSHE is taught in discreet lessons across Key Stage 3 and 4 and teachers

	<p>continue to base learning around the key themed areas, also covering 'Relationships and Sex Education' where appropriate. Individual needs, cognitive ability and understanding is always taken into careful consideration when planning a series of lessons. In Key Stage 3 and 4, pupils complete ASDAN modules and use this accredited course to support their PSHE skills and understanding. ASDAN further supports pupils to understand the key areas for PSHE which are; 'Health and Well-being', 'Relationships and Sex Education' and 'Living in the Wider World'. There is a focus on behaviours in safe and unsafe, following the 'Protective Behaviours' approach, public and private areas, rules, citizenship, relationships and our bodies as we grow older. Individual workshops are used throughout Key Stages 3 and 4 to support pupils understanding puberty and changes to their bodies. PSHE continues to be very cross curricular in its approach and development of skills to support our pupils to be as independent as possible.</p> <p><u>Rubies department-</u> At Merstone School we have introduced a pre formal sensory curriculum- tailor made to support pupils with PMLD and specific ASC. The sensory curriculum offers an alternative way to learn, from a subject based timetable to a holistic individual based system which we feel is more engaging for our learners with complex learning difficulties and disabilities. Pupils within the Ruby Department also engage in the ASDAN Transition Challenge following the sensory targets. These are incorporated in our learning across the curriculum and is a key way of ensuring the department follows PSHE focuses.</p> <p>Individual interventions are also in place for pupil's emotional needs and any changes they are going through with our Family Support Workers, Learning Mentors, SMHL, MHFAs and ELSAs. We also have external services such as SOLAR and Umbrella that come into school to deliver mental health and wellbeing, PSHE and RSE workshops.</p>
Impact	<p>The impact of our PSHE curriculum in school can be seen right from Pebbles and Moonstones (EYFS) to Diamonds (14-19). Pupils begin their journey with us and through exposure to personal, social and health development and support, they can develop key skills from toileting and communicating with others, as they progress through their journey, developing understanding of our changing bodies and our mental health to leaving our school with a sense of self and independence. Each pupil at Merstone is unique and will have their own PSHE journey that they are supported to develop.</p>