

Personal and social education

Introduction

The PSE curriculum is a vital part of all children's learning. It is this aspect of the curriculum that supports children's ability to work with others in a co-operative and meaningful way so that everyone involved benefits. It includes those skills, knowledge and behaviours that allow us to access and be active participants in society.

At Stephen Hawking School this is taught both directly and indirectly via IEPs and the hidden curriculum. In addition, the school's code of conduct underpins the policy and practice of PSE

As with all policies at Stephen Hawking School this document must be read in conjunction with the communication handbook and policy, the teaching and learning policy and the behaviour policy.

Ways of working (Skills for learning)

In specifying ways of working as part of the school's PSE curriculum we are addressing the difficulties that pupils have in working independently, alongside others and as an active participant in a group: communicating and developing social interaction with their classmates. The ability to work with others in an appropriate way is an essential skill for learning and allows us to take part in and become purposeful members of society.

Interaction and working with others (conduct behaviour)

For pupils with profound and multiple learning difficulties this will begin by demonstrating an awareness of sensory stimuli; this is often by intolerance in the very early stages. As the children learn and develop skills in this area they will initially begin to tolerate working with adults. They will then start to acquire the skills to be able to work and play, in meaningful ways, with others.

One element of interacting with others is the ability to communicate. Consequently all work in this area is supported by the school's communication policy and handbook.

Ultimately interaction and working with others (conduct behaviour) leads to respect for others, oneself and property.

Independent and organisational skills (emotional behaviour)

For pupils with profound and multiple learning difficulties independent and organisational skills (emotional behaviour) also begins by demonstrating a response to sensory stimuli. As children develop knowledge, understanding and skills in this area they will begin to follow simple routines in the day by not becoming distressed and upset by regularly occurring events. The school will support this development by providing communication strategies for all children to assist in their understanding of what is happening around them: objects of reference and other cues for lessons / activities and for the rooms used.

Pupils will ultimately be able to take part in unfamiliar events and to organise themselves at appropriate times in the day, finding an activity when the set tasks in a lesson have finished.

One elements of independent and organisational skills is the ability of the children to develop an awareness of themselves as individuals, an awareness of their needs and the needs of others. In order to do this they need to behave in a socially appropriate way in activities that they have organised for themselves and in activities that others have arranged for them.

Attention (learning behaviour)

This aspect of ways of working is important for children with profound and severe learning difficulties, as they often have particular difficulty with attending to people and activities. As with all other aspects of the PSE curriculum the pupils begin by being able to respond to different sensory stimuli. This may begin by showing intolerance, and then move on to being able to attend to stimuli for very short periods of time, possibly only a few seconds.

Finally, children with severe and profound learning difficulties may be able to attend to an object or an activity for increasing periods of time and possibly, in familiar settings, maintain their attention towards another person. For children with learning difficulties it is vital to remember that

the ability to attend will need to be taught and increased gradually over a period of time.

Attention is fundamental to all aspects of children's learning and plays a part in the other aspects of ways of working. For example, children need to concentrate on cues communicating information, such as objects, which are telling them what is happening next. These objects and cues may also help them to concentrate on activities they have prepared for themselves or activities others have prepared for them, and to focus on others around them and to have an understanding of their feelings.

Going Places

When pupils move independently around the environment it allows them to have greater control over it and their lives. It gives them opportunities to explore and learn from a variety of situations. For some pupils with physical disabilities adult help will always be required but pupils should be encouraged to move around as independently as possible.

The children should always be expected, and encouraged, to communicate where they would like to go to. They should also be expected to indicate the direction of where they are going.

Staff in the school should explore, with the therapy team, possible adaptations to wheelchairs to encourage and develop the independence of children.

Pupils need appropriate role models both in and out of school and are reliant upon adults for this. Adults will need to be conscious of the way they move around, for example, not running in corridors, holding doors back for others, stopping at the kerb to cross the road and always using a pedestrian crossing.

Going places must be subject to risk assessment due to the additional needs of some pupils. Risk assessment is vital to maintaining the safety of both pupils and staff.

Personal care skills (using the toilet, washing and dressing skills)

All pupils are to be enabled, at an appropriate time in their school career, to develop the skills to be in control of their own personal care.

It is important for us to get as many pupils as possible dressing, washing and using the toilet independently, thereby improving their physical comfort and self esteem. This will inevitably lead to improved independence and achievement in other areas of their life.

When a child is involved in a toileting programme a daily record sheet must be completed. A pupil's achievements in using the toilet is to be recorded in the pupils file, including the dates of the toileting programme.

Adults must always use the word and the sign or a cue for the toilet to indicate when it's time to go to the toilet. Where a cue is used to indicate going to the toilet it must be easily available to the pupil.

At all times ensure, with support from the occupational therapist, that appropriate seating arrangements are made for individual children.

Children must be taught to thoroughly wash and dry their hands after using the toilet.

For very young children it is appropriate to wear a bib during the day to ensure that they remain clean and dry. As children get older they should be given the opportunity, via the development of their oro-facial skills and washing skills, to spend the school day without a bib. This will allow them to be more comfortable and develop their self-esteem. Where children continue to need something to keep them dry and more age appropriate piece of clothing, such as a bandana, should be used.

Eating and drinking

For pupils who eat it is important for mealtimes to be planned and sensitively structured so that all pupils, whatever their difficulties, are able to have successful experiences.

For some of the pupils with more complex eating and drinking difficulties mealtimes are an intense one to one experience and it is crucial that the

adult helping the pupil is aware of this. Mealtimes give these pupils unique opportunities to communicate their likes, dislikes, whether they want more or whether they have had enough. It is therefore essential that the adult is focused solely on the pupil and not on what is happening around them.

For all the pupils mealtimes are an important social part of the day. It is important that we are aware of this and support pupils in their choice making, whether it is what they want to eat or where they want to sit.

Practice

Consistent Feeders

For young children entering the nursery, and any pupils who are new to our school, it is important that their meal times are as consistent as possible. Wherever possible they should always have the same person supporting them. This allows the adult to get to know their likes and dislikes and to begin to assess their needs and, in partnership with parents, look at how to develop skills.

Adults as Role Models

At lunch time adults must be good role models. Wherever possible it is beneficial for more able independent pupils to eat their lunch with an adult who is also eating lunch. This provides an ideal opportunity for them to learn by observing appropriate behaviours and manners. Certain standards need to be clear to all adults, such as not walking around eating food; we can not expect pupils to follow standards if we do not adhere to them ourselves.

Groupings

Wherever possible at lunch time all pupils should be grouped socially so that they can mix with their class mates and be as independent as possible. Attempts should be made to reduce adult support and only pupils who require one to one support should have an adult sitting next to them. Wherever possible pupils should be allowed to choose who they want to sit next to, this is particularly pertinent at Key Stage 2.

Finger feeding

At Stephen Hawking School finger feeding is recognised as being an important developmental milestone. If a pupil is unable to finger feed competently they are unlikely to be able to begin to use utensils. In the

nursery all children are encouraged to develop good finger feeding skills and this is then used as a basis for the introduction of utensils. It is accepted that, at this stage, a pupil is likely to make a mess and this must not be commented on or criticised.

Aprons

Pupils in the nursery will have the opportunity to wear aprons whenever they are eating. When pupils move to reception and Key Stage 1 aprons will only be used if they are thought to be necessary. Once they enter Key Stage 2 pupils will only wear an apron if it is a planned part of their Individual Education Plan.

Utensils

Due to the oral difficulties that many of the pupils experience pupils must always be fed with plastic spoons. Pupils who are beginning to feed independently will be introduced to metal spoons and forks.

Nutrition

For many of the pupils, lunch time is their main meal of the day so it is important that we are careful that they are given a nutritionally balanced meal. Menus are planned by the school cook in consultation with the school staff. The school is able, in consultation with the kitchen staff, to produce liquidized and high calorie foods

Snacks

All classes provide a snack for pupils in the morning and in the afternoon. All snacks are planned by the class staff and consideration is given to their nutritional value. This is a valuable time to support the development of independent feeding skills.

Dummies and Bottles

Many children entering the nursery will have a comforter, such as a dummy, or a bottle. Within the nursery these are seen as acceptable but attempts must be made to reduce their use. It is hoped that once children move to Reception that they will no longer be required.

Enteral Feeding

For a number of pupils in the school tube feeding will be seen as the only safe method of feeding. For these pupils it is important that we can offer them an appropriate high quality experience. As far as possible these children will have their feed in the classroom, with the support of school staff, under the supervision of the school nurse, with minimum disruption to their school day.

Aims for the PSE&C curriculum

Transfer to Key Stage 1

- Ways of working (skills for learning)

Interaction and working with others (conduct behaviour)

- To be an active participant in a whole class group activity for 5 minutes or more.
- To have an awareness of themselves as they encounter others

Independent and organisational skills (emotional behaviour)

- To have worked in a group both around a table and in a circle of chairs
- To be aware of others in the classroom and their role
- To have an awareness of basic rules

Attention (learning behaviour)

- To anticipate, from the organisation of the room, when a group activity will start.
- To co-operate with an adult in a turn taking activity.
- To be able to attend in whole school assemblies.
- To have experienced making a choice.

- Personal care skills (using the toilet)

- To be able to support themselves, or to stand, long enough to have their nappies changed.
- To use, with an adult, a tactile cue to signal toilet time. To hold a tactile cue.
- To tolerate sitting on the a toilet or adapted seat for two minutes

- To co-operate with an adult helping them to wash and dry their hands.
- Personal Care Skills (Dressing)
 - To co-operate in having their clothes taken off or put on
- Going Places

In School:

 - To be able to take the register to the main reception area with an adult, holding hands if necessary.
 - To recognise bus staff and be taken to and from the bus by staff.

Out of School:

 - To go out into the immediate locality, holding an adults hand.
 - To stop at the kerb when prompted by an adult.
 - To play independently in an enclosed area, such as a playground.
- Eating and drinking
 - To sit with the class group for snack and lunchtime.
 - To have established a good eating and drinking position at the table, or in a specialised chair.
 - To have an Individual Education Plan for eating and drinking which promotes:
 - communication - eye contact, likes and dislikes
 - physical skills - oro-facial development, chewing, finger feeding, use of cup, use of utensils

Transfer to Lower Key Stage 2

- Ways of working (skills for learning)

Interaction and working with others (conduct behaviour)

 - Recognise changes within their groups
 - To consistently come to a known group activity when it is set out.
 - To help an adult in the organisation of the activity.
 - To turn take.
 - To recognise when they have upset someone else

Independent and organisational skills (emotional behaviour)

- Develop an awareness of themselves as members of a class group
- To have worked in a whole class group: around a table, in a circle of chairs and sitting on the carpet.
- To be aware of others around the school and their roles.
- To begin to understand that there are consequences of their behaviour.

Attention (learning behaviour)

- To be able to make choices in the activity.
- To be able to sit through a 10 minute class activity, attending to either the adult leading it or the equipment being used
- To be able to sit with classmates through whole school assembly with minimal supervision, joining in with adult support.

• Personal care skills (using the toilet)

- To have completed a systematic toilet training programme and:
 - be out of nappies during the school day; or
 - to have an established routine for being taken to the toilet that reflects individual needs.
- As part of the class routine to use the tactile cue/ sign / speech, to indicate need.
- To initiate hand washing and drying.
- With an adult, to check in the mirror and to see that they are tidily dressed.

• Personal Care Skills (Dressing)

- To assist in taking their clothes off e.g. complete actions, raise arms, feet appropriately
- To assist in putting clothes on e.g. push arms into sleeves, lift foot to put their shoe on

• Going Places

In School:

- To be able to take the register to the office, knowing where they are going, with minimal supervision.
- To understand that they should only leave the room as part of a purposeful activity.

- To go to and from the bus, knowing the route from the school gates to their classroom, with supervision.
- To go to the dining room independently from the classroom

Out of School:

- To go out into the immediate locality, only holding an adults hand when walking alongside a busy road or when crossing a road.
- To stop at the kerb with the supervising adult.
- To play independently in an open space such as Victoria Park.

- Eating and drinking

- To go to the hatch to collect their dinner or pudding with help from an adult
- To carry their empty plate to the trolley, and be assisted by an adult to scrape their plate and place it on the trolley
- To have a clear communication strategy for saying 'no', asking for 'more', to indicate when they have 'finished'

End of Year 3

- Ways of working (skills for learning)

Interaction and working with others (conduct behaviour)

- To engage for a short time in an activity with one other child with minimal support
- Remain in the group, whole class or smaller grouping for the duration of an activity.

Independent and organisational skills (emotional behaviour)

- To independently take part in practical activities
- To participate in tidying up at the end of the session

Attention (learning behaviour)

- To remain seated in a group until the end of the session

- Personal care skills (using the toilet)

- To wash and dry their hands with support
- To use an object of reference / symbol every time they are taken to the toilet

- Personal Care Skills (Dressing)
 - To assist, with support, in taking their coat off and placing it on a peg.
 - To recognise their own coat

- Going Places
 - To walk alongside an adult when coming into and leaving the school
 - To travel to routine places around the school with minimal supervision
 - To take the register independently and return to the classroom

- Eating and drinking
 - To make a choice between two foods for pudding
 - To take their empty plate to the trolley and put things in the correct place with support
 - To find their own seat independently
 - To collect their own cutlery

Transfer to Upper Key Stage 2

- Ways of working (skills for learning)

Interaction and working with others (conduct behaviour)

 - To work with one other child
 - To take an active part in the group by such things as role play and re-enactment of stories.

Independent and organisational skills (emotional behaviour)

 - To complete a familiar task independently (up to 1-2 minutes)
 - To tidy up and participate in cleaning after art work with adult help
 - To be aware of themselves as members of a variety of different groups

Attention (learning behaviour)

 - To attend for longer periods of time when working with the whole class, by either attending to the person leading or the resources being used.
 - To follow instructions given to the whole group.

- Personal care skills (using the toilet)
 - To go to the toilet independently

- Personal Care Skills (Dressing)
 - To take their coat off and put it onto their peg independently
 - To collect their own coat from their peg independently
 - To take off their shoes with minimal help
 - To undress (except for the fastenings) independently for swimming
 - To be able to pull zips up and down
 - To be able to complete actions such as pulling their trousers up or pulling their t-shirt down.

- Going Places
 - To come into school, from the school gate, independently.
 - To go to any familiar place around the school independently
 - To know which direction to travel in to get to a specific place in school

- Eating and drinking
 - To carry their plate from the hatch to the table with supervision
 - To take their empty plate to the trolley independently
 - To ask for a drink at the table

End of Year 5

- Ways of working (skills for learning)

Interaction and working with other (conduct behaviour)

 - To participate in and recognise the benefits of belonging to a group
 - To understand that their choices may affect others

Independent and organisational skills (emotional behaviour)

 - To recognise more complex differences between people and be able to choose appropriate activities which are challenging to them.
 - To understand the need for co-operation and negotiation within groups
 - To collect the tools required to complete a directed activity

- To set out and clear away equipment e.g. for P.E. or playground activities

Attention (learning behaviour)

- To work independently on a familiar task for 5 minutes, attending to the activity they have chosen
- To attend to the adult leading assembly and participate by joining in, responding to questions

- Personal care skills (using the toilet)

- To ask to go to the toilet independently
- To wash and dry their hands independently after using the toilet
- To be out of nappies.

Where this target has not been achieved the parents should be consulted to see if they will agree for their child to be referred for multi-professional assessment

- Personal Care Skills (Dressing)

- To be able to put their coat on independently
- To be able to undo buttons and belts
- To be able to put their shoes on independently

- Going Places

- To take a message to a named person around the school.
- To come into school from the bus and go to the bus independently at the usual time of the day

- Eating and drinking

- To indicate yes / no for vegetables at the hatch
- To carry their plate independently from the hatch to the table

Transfer to Secondary School

- Ways of working (skills for learning)

Interaction and working with others (conduct behaviour)

- To understand that it is alright to make mistakes
- To assist the headteacher in leading assemblies.

Independent and organisational skills (emotional behaviour)

- To understand that it is alright to make mistakes
- To initiate the organisation of known group activities.
- To be able to work independently for up to 10 minutes
- To constructively use unstructured time - independently access activities of their own choice
- To be able to choose appropriate new activities that are challenging to them
- To recognise the emotions of others

Attention (learning behaviour)

- To work independently for 10 minutes on both directed and self initiated activities.
- To be able to shift their attention from the adult leading a session to the resources being used and back again.
- To constructively use unstructured time - independently access activities of their own choice

• Personal care skills (using the toilet)

- To check in the mirror that they are tidily dressed and make adjustments or ask for help if necessary.

• Personal Care Skills (Dressing)

- To do up buttons and zips

• Going Places

- To walk alongside an adult, without holding hands, when out of school.
- To know where are safe places to cross roads.
- To stop at kerbs and waiting for adult support.

• Eating and drinking

- To be able to collect their dinner, take their plate and collect their pudding without supervision from an adult.
- To be able to indicate choices to staff
- To have safe, established eating and drinking skills

Relationship and Sex Education

Many aspects of this part of the PSE curriculum will be covered within the early parts of this document. The following areas must be considered, for each pupil, to ensure that, ultimately, they are able to build purposeful and meaningful relationships.

Key Stage 1

- To develop sensory awareness
- To be aware of self
- To develop relationships with people around us
- To learn to play and work co-operatively together e.g. sharing not hitting

Key Stage 2

- To develop relationships with a wider community
- To begin to recognise feeling of self and others
- To behave appropriately towards others
- To know when it is appropriate to carry out certain behaviours
- To have the ability to say 'No'
- To begin to understand about life cycles - via the science curriculum
- To begin to understand about puberty and body changes - this will be carried out via IEPs as and when required.

Teaching and Assessment

Teaching

The PSE curriculum will be taught via IEPs and the ethos of the school.

Sex education IEPs will be on a needs led basis inline with the requirements of the school's Assessment, Recording and Reporting policy (ARR).

The ethos of the school is crucial to the teaching of PSE. As a result the school's code of conduct is vital in ensuring that all staff act as good role models for the pupils.

Assessment

Assessment, via teacher assessment, is in line with the school's ARR.