

## **School statements on the role of PSHE**

*PSHE including care and therapeutic needs has a high priority in the curriculum of most schools for children with SLD/PMLD/CLD.*

### Examples from schools' literature and websites

'Another important element of the curriculum is the development of functional independence and life skills.'

'The curriculum at the School is structured to ensure that Personal, Social and Health Education is accorded the status of a core subject, alongside the academic subjects.'

'The other important element of the curriculum, which is continually addressed, is the development of functional independence for all pupils. From the earliest years onwards, pupils are taught appropriate self-help skills.'

'Particular emphasis is placed upon the development of Personal, Social and Health Education... The amount of time allocated to each of these curriculum areas is directly related to the needs of the individual pupil.'

'The balance between subject based sessions, personal and therapeutic input may vary for each of these pupils and is planned according to individual needs.'

'We have a designated member of staff to ensure safeguarding in collaboration with other members of our multi-professional team'

'We have clear guidelines and procedures for ensuring that students are safe from any source of harm, together with a rich and stimulating PSHE curriculum which develops students' awareness of personal safety.'

'Our PSHE curriculum is aimed at encouraging pupils to become healthy, happy and integrated members of society through learning to cope with personal needs and relationships.'

'It is recognised at...that all activities have the potential to be learning situations. In many cases this is in areas that would not need to be "taught" in a mainstream setting. Playtimes, lunchtimes and journeys to, from and within school are utilised where possible, particularly for P.S.H.E. & Communication activities.'

'For those with a PMLD, learning is best done when every moment and situation is regarded as a learning opportunity (Routes for Learning, 2006). It may be argued for example, that necessities like toileting directly impinge upon the schools' ability to educate, since doing it efficiently, safely and with care and consideration, takes up so much of the school day. Yet these are precisely the areas of learning which challenge us to use learning time effectively ...'