

PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

PSHE Policy

BeyondAutism Schools' Vision

Our vision is to help young people with Autism lead fuller lives, and to offer them a life enhancing education that enables them to reach their full potential at school, at home and in their communities.

BeyondAutism Schools' Aims

We will do this through:

- Consistently high expectations and achievements for every individual.
- High-quality, inspirational and innovative teaching and learning.
- A safe, secure, caring and enjoyable environment in which to work, learn, thrive and grow towards independence.
- Inspirational and accountable leadership at all levels.
- A personalised curriculum, fit for the 21st century.
- An ambitious drive to be the leading Autism education provider in the UK and beyond.

Curriculum Statement

BeyondAutism Schools' curriculum has been devised by us to meet the needs of our pupils, aged 4-19 years. It has communication and interaction at its core. The curriculum is personalised to each individual pupil, and is broad and balanced. We want to focus on raising standards, whilst ensuring that learning remains relevant and engaging.

Curriculum Practice Should:

- Build positively on what pupils already know and what they can do.
- Include well-structured opportunities to learn skills in an intensive way, and then generalise these into natural environments, developing and extending learning.
- Be relevant, functional and interesting for the learner.
- Offer opportunities for the pupils to be creative and adventurous in their learning.
- Provide opportunities for first-hand experiences using a wide range of resources.

Aims for the School Curriculum

- The school curriculum aims to provide opportunities for all pupils to learn and to achieve to their full potential.

- The school curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

This policy should be read in conjunction with the Curriculum policy, the Social, Moral, Spiritual and Cultural policy, and the Teaching and Learning policy.

Rationale

The Importance of Personal, Social and Health Education

Personal, social and health education is fundamental for children and young people with SEND in understanding life as well as developing life skills and appropriate behaviour patterns. The aim of PSHE at BeyondAutism Schools is to teach skills that are necessary for independent living, diverse social experiences and a healthy, safe lifestyle.

It enables pupils the chance to develop confidence, self-respect and to establish effective relationships with others. It provides them with the opportunity to develop an understanding of what is right or wrong and why. It also allows them to experience and respond to cultural and religious events and encourages students to celebrate differences.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum.

PSHE areas involve:

- Keeping Healthy
- Keeping Safe
- 'About Me' (Self- awareness and expression)
- 'Me and others' (Developing relationships with people)
- Growing and changing (Including puberty)

Forms of Curriculum Provision

PSHE is not confined to a specific timetabled occasion. At BeyondAutism Schools PSHE is taught throughout the school day. Pupils are encouraged to be independent within their daily school routine. Specific objectives are highlighted for each pupil within their individual education plan.

- Through other subject/curriculum areas
 - Art & Design: Sharing equipment, waiting their turn, working in a group
 - Knowledge and understanding of the World: working as part of a group, waiting their turn, health, safety and the environment, sex education, different means of communication.

- Physical Education: learning about health and safety, turn-taking, development of personal and social skills through team and individual activities, games and sports.
- Literacy: developing communication/social skills, turn taking, sharing.
- Mathematics: Gaining independence/ living skills and learning about money, measurement and time.
- Assembly times: through sharing work and achievements.
- ICT: learning to access relevant materials

Students also receive pastoral care and guidance from their 1:1 tutors, and wider class teams.

The Framework for PSHE

- Developing early learning skills
 - Imitation skills
 - Listening to others
 - Participating in activities
- Developing confidence and responsibility and making the most of their abilities
 - Making choices
 - Self-esteem
 - Self-knowledge
 - Learning to tolerate
- Developing independent skills
 - Self-help skills
 - Personal Hygiene
 - Healthy lifestyles
 - Body and gender awareness
- Developing Social Skills and good relationships
 - Requesting attention
 - Sharing
 - Turn-taking

Planning

The PSHE curriculum is planned from September to July and covers 5 themes:

- Keeping Healthy
- Keeping Safe
- About Me
- Me and Others
- Growing and Changing

From these 5 themes, Long, Medium and Short Term Planning is constructed. Long Term Planning lists the themes to be taught over each half term along with an overview of the topic areas within each theme that is to be covered.

The Medium Term Plan distributes topic areas within a theme into weeks across the half term. Depending on group ability, topic areas may run for 1-3 lessons. In any instance where one topic area is covered for longer than one lesson, learning from the previous lesson will continue to be built upon and different resources used to extend learning and generalisation of concepts, skills and responding.

Short Term Planning consists of group lesson plans and are planned and reviewed on a week by week basis.

Teaching Overview

The teaching of the PSHE curriculum is delivered in a variety of ways, is learner specific and dependent on developmental and chronological age, as well as skill ability. A variety of teaching styles are used. Some learners may access the PSHE Curriculum through all three teaching styles, whereas for some learners it may be more appropriate for them to only access it through one or two of the teaching styles. Table 1 depicts each teaching style and how the pupil will access learning and curriculum.

Table 1: Summary of teaching style, curriculum content and frequency of delivery

Teaching Style	Frequency	Content delivered	By who	Learning Outcome Reviewed
Group (Planned)	Minimum of twice a week, for 15 minutes	LTP	Qualified teacher	Weekly
Individual (IEP) (Planned)	Daily for 15 minutes	AFLS, ABLLS-R, EFL, Hierarchy of Skills Lists	1:1 Tutor	Daily
Incidental	In-situ	Guided by PSHE Framework	1:1 Tutor	In-situ

Group Lessons

Themes and topic areas run throughout the key stages:

- Keeping Healthy;
- Keeping Safe;
- 'About Me' (Self- awareness and expression);
- 'Me and others' (Developing relationships with people);
- Growing and Changing (Including puberty).

Progress through the topics is based on appropriateness for the individual children. Differentiated resources are used based on developmental and chronological age. For gender specific topic areas e.g. menstruation, masturbation, pupils are grouped together as females or males.

Individual Lessons

Alongside group lessons all pupils have at least one individual PSHE related target. These targets will link directly to the framework in most instances. Targets for teaching are identified and selected from our assessment tools. All individual PSHE related targets are part of the pupils Individual Education Plan (IEP) and are taught daily by the 1:1 tutor.

In order to ensure that the most functional and essential skills are being targeted for teaching on IEPs, BeyondAutism Schools' staff have developed a 'Hierarchy of Skills' assessment and skills tracker for the following topic areas:

- Menstruation
- 'Stranger Danger'
- Puberty and Masturbation
- Crossing the road
- Keeping safe at home
- Medication and Health

Each hierarchy list details the specific skills that are needed in order to achieve success and be independent in the complex concept that is being taught. They have been compiled from a variety of assessments; relevant behaviour analytical research and qualitative methods e.g. conversations with parents and associated groups. (N.B. *The development of the hierarchy's grid structure and the language used was based Dr. Pat McGreevy's Essential for Living (EFL) assessment*).

Skills are graded from most functional skills e.g. the skills we can't live without, to least functional skills. Least functional skills are still relevant to learn, however are not essential for living. Within this grading, skills are coded by the following 4 categories: must have skills; should have skills; good- to- have skills; nice-to-have skills. For each pupil, individual targets are identified from the most relevant hierarchy, and are selected from within the must-have skills first. Once the must-have skills are acquired, targets are selected from within the should have skills, leading to good-to-have and finally nice-to-have.

Individual targets

Individual targets are selected from one (or more) of the assessments listed below and are placed on students' Individual Education Plans (IEPs). Please note that targets may be presented as early communication skills or self-help skills in certain cases.

Assessment

Assessment Basic Language and Learning Skills – Revised (ABLLS- R)

Assessment Functional Living Skills (AFLS)

Verbal Behaviour Milestones Assessment Placement Program (VB-MAPP)

Hierarchy of Essential PSHE Skills (Designed by BeyondAutism Schools)

The Importance of Sex, Relationship Education (SRE)

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. Our primary aim, through SRE, is to teach our students how to respect themselves and others, with a secondary aim of enabling our students to move with confidence from childhood through adolescence into adulthood.

Sex and relationship education is lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

How SRE Will Be Planned and Taught

Please refer to the **teaching overview** of the policy section for a comprehensive outline of how this content will be covered in lessons.

If parents feel that they do not wish their child to be taught SRE they have the right to withdraw their students from those lessons, and an alternative will be provided to them.

Proactive Approaches

The school are committed to taking a proactive approach to the introduction of our PSHE curriculum. On entry to Year 5, parents are invited to attend a meeting to discuss cultural preferences, concerns and possible targets for teaching. This is in line with national guidelines around the age at which sex and relationship education should begin. These targets and the pupils' progress throughout the PSHE curriculum will also be reviewed with the parents on entry to Year 7, Year 9 and Year 11.

Resources

- Gabriels, R. L., Van Bourgondien, M. E., (2007) Growing up with Autism: Working with School-Age Children and Adolescents, Chap 3. pg. 58-70. New York: The Guildford Press.
- Tullis, C. A., Zangrillo, A. N., (2013) Sexuality and Autism for Adolescents and Adults with Autism Spectrum Disorders.
- Epps, S., Stern, R. J., Horner, R. H., (1990) Comparison of Simulation Training On Self and Using a Doll for Teaching Generalized Menstrual Care to Women with Severe Mental Retardation.
- Richman, G. S., Reiss, M. L., Bauman, K. E., Bailey, J.S., (1984) Teaching Menstrual Care to Mentally Retarded Women: Acquisition, Generalization and Maintenance.

- Veazy, S. E. et al (2015) Teaching Feminine Hygiene Skills to Young females with Autism Spectrum Disorder and Intellectual Disability.
- Tanner Stages Document
- Essential for Living (Dr. Patrick McGreevy)

Last Review: September 2018

Next review: September 2021

Review group: Full Governing Body