

PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

PSHE Policy

Curriculum Aims

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 apply their PSHE skills across all areas of the school and curriculum.

The aim of this curriculum is to:

- Teach pupils strategies to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.
- Provide effective ways for pupils to communicate their feelings
- Teach pupils to respect others opinions and points of view.
- Teach pupils to develop responsibility for their actions and understand consequences for their actions.
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- To develop pupils' knowledge around friendships and relationships.
- To develop and understanding of the diversity of modern society.

Fundamental British Values

At BeyondAutism Schools, we aim to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values as defined by the Government in the 2011 Prevent Strategy;

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role that schools play in promoting these values. We pride ourselves on our inclusivity and we teach all pupils to understand, appreciate, and respect diversity so that they may effectively relate to others.

By ensuring that we actively promote and reinforce British Values, BeyondAutism Schools will help to prepare pupils for the diverse and dynamic community in which they will live and work.

Protected characteristics:

It is integral to our teaching that we do not discriminate against someone because of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Curriculum Provision

Pupils' individual needs are taken into account when planning and delivering the PSHE curriculum. Learning experiences in PSHE should build on what has been taught previously. Learning experiences should be revisited to reinforce and consolidate previous learning. 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.

Pre-group Learning

The PSHE curriculum is mainly delivered in group sessions. However, some of our pupils are not at a stage where group learning can benefit them. Before pupils are included in group work it is essential that they have completed some pre-requisite learner skills. These skills are outlined within the Independence Framework Assessment (see Independence Framework Policy) and are closely linked with skills outlined within our specialised PSHE curriculum.

Group Lessons

The PSHE curriculum is delivered mainly in group sessions and maintained within pupil's 1:1 sessions throughout the whole school. Pupils eligible for group learning will participate in 2 PSHE lessons each week which will be delivered by the school teaching team. These lessons will cover 5 different key PSHE themes across the 6 half terms in the school year. These include Keeping Healthy, Keeping Safe, About Me, Me and Others and Growing and Changing. For further information on how the curriculum is taught please refer to the PSHE Scheme of Work.

For pupils who use sign language Cued Articulation may also be used alongside Read Write Inc to support learning. For more information on Cued Articulation please see our Speech and Language Policy.

Each pupil also has an Individual Education Plan which contains a specific PSHE goal.

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.

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

Assessment

Assessment is necessary to show continuity and progression by individual pupils. It is important to enable Teachers, Advanced Skills Practitioners and Supervisors to use pupils' individual records and assessments to support future planning and reporting to parents.

Formal assessments of the pupils are done half termly, in line with the schools' assessment cycle. Informal assessments are continuous and ongoing. Significant daily observations and notes are kept recorded. Examples of pupils' work will be annotated, dated and kept as evidence of progression within each pupil's evidence folder.

During the half termly assessment cycle Teachers, Advanced Skills Practitioners and Supervisors take the data collected throughout the term to update the teaching assessment grids. The targets within the assessment grids have been derived from a combination of ABLLS, AFLS and the National Curriculum and fall within the 5 key PSHE themes taught across the year. This information is available to be shared with class teams and records are passed up to the next class to ensure continuity within the schools. Reporting for Annual Review will be based on these records across the year.

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

Related Policies & Schemes of Work

- PSHE Scheme of Work
- Independence Framework Policy

Last Review: September 2021

Next review: September 2024

Review group: Full Governing Body