



Personal, Social, Health, Citizenship and Economic (PSHCE) Policy

Introduction

This policy describes how personal, social, health, economic and citizenship education is taught and coordinated at Radlett Lodge School. It has been produced in consultation with the Senior Leadership Team and Class Teachers.

This policy is reviewed annually within the TLP group who are responsible for leading policy development in the subject.

The school's health and fitness is overseen and monitored by the Deputy Principal Care.

Background Information

Radlett Lodge School is an independent special school for 55 pupils aged 4 to 19 years with a statement of special educational needs to include a diagnosis of autism. The school provides weekly boarding and flexi-boarding placements for pupils, which raises the importance of PSHCE throughout the 24-hour curriculum for **all** pupils, whether that time be spent at school, home, residential unit or wider community.

The school is part of the National Autistic Society (NAS) whose ethos, policies and procedures all influence the learning environment at Radlett Lodge School. Alongside the NAS we share a common vision where 'we want a world where autism is understood and people with autism have the support they need to ensure that their rights are upheld and that they have the same opportunities as others in society.' In order to achieve that 'we champion the rights and interests of all people with autism and aim to provide individuals with autism and their families with help, support and services that they can readily access, trust and rely upon and which make a positive difference to their lives.'

The philosophy of Radlett Lodge School is to put the needs of its pupils first and believe it is the right of our pupils to be treated with dignity and respect, just like any other children. Our teaching approach is pupil-centered and, we believe its principle focus should be on the specific developmental needs associated with autism.

We also place a high priority on Personal, Social, Health, Citizenship and Economic Education to maximize opportunities for personal autonomy and to enhance quality of life. We believe that structure and positive intervention with built-in opportunities for change and risk-taking achieve the best results for pupils with autism. Pupils learn best when teaching approaches allow for generalization and concentrate on real-life situations rather than abstract concepts. We recognise that many of our pupils have very special difficulties but believe that compassion, tolerance and positive intervention effect change. The culture and ethos of our school is open and non-judgmental.

As an independent special school the catchment area is wide and varied with pupils attending from 19 LA's, 14 ethnic groups and varied socio-economic backgrounds.

PSHCE and Autism

Pupils with autism experience significant difficulties with 3 distinct areas:

1. difficulty with social communication
2. difficulty with social interaction
3. difficulty with social imagination

Pupils with autism often also have issues around **sensory processing** and a lack of **awareness of danger**. Each of these areas needs to be considered when planning and delivering the curriculum to pupils with autism alongside other common characteristics of autism such as:

- difficulties with generalisation
- difficulties with executive functioning
- impairment of theory of mind
- no innate preferences for faces
- poor self-awareness and sense of others
- lack of empathy for others

As such PSHCE will play a core role in the development of a person with autism. At Radlett Lodge School we believe that PSHCE is a vital part of the education of our pupils as the quality of our pupil's future is likely to depend on their ability to behave in a socially acceptable manner, have good personal hygiene and interact socially.

In light of these autism-specific difficulties some key points to teaching PSHCE to pupils with autism can be seen below and any autism-specific issues are highlighted within the 'points to note' section in each unit of work:

- make learning opportunities concrete and real.
- supplement teaching with visual aids e.g. videos, props, photographs, pictures, symbols, objects etc.
- avoid ambiguous language
- always teach about 'self' first, before referring to others
- reinforce messages and provide plenty of opportunities for generalisation
- keep language simple and use agreed vocabulary
- be specific – provide pupils with explanations. Don't presume they will make the link e.g. between a behaviour and emotion
- encourage pupils to make choices and express their feelings

Policy Statement

PSHCE at Radlett Lodge School supports young people with autism to develop emotionally and socially, encouraging their participation in increasing personal awareness and social skills.

High quality PSHCE can help to improve behaviour and inclusion, working towards achieving the five outcomes of *Every Child Matters* for children and young people:

1. being healthy
2. staying safe
3. enjoying and achieving

4. making a positive contribution
5. achieving economic well-being

We recognise that many pupils at Radlett Lodge School may never independently achieve the *Every Child Matters* outcomes, but strive towards each child fulfilling their maximum potential and participating actively in their lives as independently as possible.

In agreement with the National Children's Bureau, Radlett Lodge School fosters and promotes positive, respectful and nurturing relationships across the whole school community, with consistent approaches in classrooms, playgrounds and corridors, facilitating a whole school approach to PSHCE. Throughout a comprehensive induction and staff development programme, staff are enabled to feel confident and empowered to contribute to this ethos.

The PSHCE curriculum aims to:

- develop confidence and responsibility and make the most of their abilities
- prepare to play an active role as citizens
- develop a healthier, safer lifestyle
- develop good relationships and respect the differences between people

And the two non-statutory programmes of study at KS3 and 4:

- economic well-being and financial capability
- personal wellbeing

Citizenship begins by simple interactions with familiar adults increasing to interactions with other pupils in one-to-one and group activities.

It incorporates roles and responsibilities for people within school, acceptance of boundaries and rules through persistent and consistent teaching allowing pupils to move from a personal view of themselves and their immediate world towards a much wider perspective.

Knowledge and understanding of citizenship at KS1 and 2 is through preparing pupils to play an active role as citizens whilst is addressed at KS3 4 and 5 through:

- knowledge and understanding of informed citizens
- developing skills of enquiry and communication
- developing skills of participation and responsible action

Learning about PSHCE for pupils with special educational needs is particularly important as it helps pupils to develop as individuals within a wider society, enabling them to understand themselves physically, emotionally, socially and sexually and to understand their relationship with others.

Through a successful and relevant programme of study in PSHCE, pupils move towards true independence and consequently display more socially acceptable behaviour. By increasing pupil's feelings of physical well-being they are developing a sense of personal dignity thus providing opportunities for the development of the pupils' individual personality.

Organisation, planning, delivery and assessment

PSHCE is coordinated and managed by the TLP team in consultation with SLT, teacher and class teams, speech and language therapists, behaviour coordinators, educational psychologists, parents, pupils and residential staff.

Radlett Lodge School delivers a highly individual and personalised teaching and learning experience for all pupils which contributes to the constant evolution of the PSHCE curriculum. This personalised approach is delivered across all subjects and throughout the school day, utilising planned and spontaneous opportunities to work towards independence and our Personalised Learning Outcomes (PLO's). Individual priorities are identified and highlighted through parental communication, half-termly multi-disciplinary class meetings, annual reviews and EHCP Outcomes.

Alongside this personalised whole-school approach, PSHCE is also taught in discrete timetabled sessions, following a curriculum designed and evaluated by teachers at Radlett Lodge School. Schemes of work are reviewed annually by class teachers/teams which are fed back to the TLP team. In most cases this is through the 'PSE Development' Area of Learning in our Curriculum (see Our Curriculum Policy).

PSHCE complements what our young people learn throughout the 24-hour curriculum at school and home or school and residential unit, from Parents/Carers, Family, Friends and the wider society and recognises the importance of links with Parents/Carers ensuring knowledge is shared enabling strategies to be consistent across different settings.

Parents/Carers, and pupils who are capable, are enabled to comment upon individual needs through the use of weekly home-school communications and the PLO (half termly targets) monitoring and the EHCP Annual Review Process. Multi-disciplinary teams also feed into this annual review process and pupil-specific issues can be raised with class teachers, SLT or Head of Care.

Teachers use a variety of resources and strategies to support the teaching and learning of pupils, drawing upon a variety of autism-specific strategies such as SPELL and TEACCH, alongside 1:1 work, small group activities, social skills training, use of ICT, use of role play and drama, modelling, use of sensory resources and first hand experiences through educational visits. All areas of PSHCE will be taught in context but where appropriate will also be addressed through contrived 'real-life' situations and/or role plays to allow rehearsal before being put into practice.

Management of the budget for PSHCE is the responsibility of the Deputy Principal of Education. Resources are an eclectic mixture of specific commercial items to everyday objects, from basic resources such as toothpaste and real money to electrical appliances and telephones. The school has 2 minibuses and an MPV which provide access to outside resources such as visits to the local supermarket, public toilets, library, leisure centre etc to practice their skills, knowledge and understanding learnt through PSHCE. Requests for specific resources are highlighted by staff or through amendments to the scheme of work, group teacher planning meetings or pupil-specific requirements.

Assessment procedures are followed as outlined in the assessment, reporting and recording policy. PSHCE objectives, within a pupil's PLO's, are assessed and recorded daily in line with the related methodology and performance indicator. This allows for achievement to be noted, whilst providing guidance for future teaching and learning. Evidence of work in the form of photographs/video/pieces of work will show significant progress and form part of the pupil's half termly topic books or finished work folders. At

KS4 and KS5 PSCHE is accredited through ASDAN Transition Challenge and/or other awards.

Sex and Relationships Education (SRE)

Sex and relationships education permeates through the whole PSHCE curriculum and pupils also have the opportunity to access a bespoke programme of study for SRE as needed; these are usually delivered by a combination of the class teacher and a skilled member of the Multi-Disciplinary Team.

Related Policies

This policy makes reference to the following documents:

- Safeguarding policy
- Community Based Education policy
- Work-related learning and careers policy
- Health and safety policy
- Advocacy policy
- Anti-bullying policy
- Equal opportunities policy
- Economic well-being (financial capability) policy
- Communication policy
- Management of behaviour policy
- Waking day curriculum policy
- Early Years and Post 16 policies
- Teaching and Learning policy
- Our Curriculum policy
- Our Academic Progress
- SEND policy
- Accessibility policy