

# **Personal, Social, Health, Citizenship and Economic Education**

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## **1.0 Purpose**

This policy describes how personal, social, health, economic and citizenship education is taught and coordinated at Hardwick House School. It has been produced by the Head of School in consultation with the PSHCEE Lead and the school Directors.

This policy is reviewed annually by the Subject Lead who is responsible for leading policy development in the subject.

## **2.0 Scope**

Hardwick House School is an independent special school for 25 learners from Key Stage 2 to Key Stage 5 with an Education and Health Care Plan (EHCP) and a diagnosis of autism.

The aims at Hardwick House School are:

- 1.** To create a caring environment where learners enjoy a happy and rewarding experience.
- 2.** To value all learners equally and educate each learner to his or her maximum potential. This includes supporting each individual in their strategies for coping with the barriers resulting from their ASD diagnosis.
- 3.** To offer learners a curriculum that is broad, balanced and relevant to their needs and those of society, developing the skills required for an independent adulthood, further and/or higher education and the world of work
- 4.** To foster excellence in both academic study and personal standards, showing courtesy to others at all times.
- 5.** To continuously reassess the aims and objectives of the school with a view to a constant refinement and improvement of the quality of education provided.
- 6.** To create opportunities for learners to take part in school service in order to help others and give back to the school community.

## **3.0 Relevant Philosophy**

### **3.1 Whole School Philosophy**

The philosophy of Hardwick House School is to put the needs of its learners first and believe it is the right of our learners to be treated with dignity and respect. Our teaching approach is learner-centred and, although access to the National Curriculum is in place, we believe its principal focus should be on the unique learning difficulties associated with autism.

Hardwick House School places a high priority on Personal, Social, Health, Citizenship and Economic Education to maximize opportunities for personal autonomy and to enhance quality of life. Hardwick House School believes that structure and positive intervention with built-in opportunities for change and risk-taking achieve the best results for learners with autism. Children and young people learn best when teaching approaches allow for generalisation and concentrate on real-life situations rather than abstract concepts. We recognise that many of our learners 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.

### **3.2 Citizenship, PSHEE and Autism**

Learners with autism experience significant difficulties with 3 distinct areas:

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

Learners 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 learners 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, Citizenship & PSHEE plays a core role in the development of a person with autism. At Hardwick House School we believe that Citizenship & PSHEE is a vital part of the education of our learners as the quality of our learner'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 Citizenship & PSHEE 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 generalization.
- Keep language simple and use agreed vocabulary.
- Be specific – provide learners with explanations. Don't presume they will make the link e.g. between a behaviour and emotion.
- Encourage learners to make choices and express their feelings

## **4.0 The Policy**

### **4.1 Overview**

Citizenship & PSHE at Hardwick House School supports young people with autism to develop emotionally and socially, encouraging their participation in increasing personal awareness and social skills. High quality Citizenship & PSHEE can help to improve behaviour and inclusion, working towards achieving the five outcomes of the former

Every Child Matters agenda 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 some learners at Hardwick House School may struggle to achieve the

Every Child Matters outcomes, but strive towards each child and young person fulfilling their maximum potential and participating actively in their lives as independently as possible.

Hardwick House School fosters and promotes positive, respectful and nurturing relationships across the whole school community, with consistent approaches in classrooms and communal indoor and outdoor space, facilitating a whole school approach to Citizenship & PSHEE.

The Citizenship and PSHEE 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

From Key Stage 3, we also include:

- economic well-being and financial capability
- personal wellbeing

Citizenship education begins when our children enter the school in Key Stage 2 with a focus on preparing learners to play an active role as citizens. This starts with 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 learners to move from a personal view of themselves and their immediate world towards a much wider perspective.

In Key Stages 3, 4 and 5, the focus is on the knowledge and understanding of informed citizens; developing skills of enquiry and communication and developing skills of participation and responsible action.

Learning about Citizenship & PSHEE for learners with special educational needs is particularly important as it helps children and young people 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 PSHCEE, learners move towards true independence and consequently display more socially acceptable behaviour. By increasing learner's feelings of physical well-being they are developing a sense of personal dignity thus providing opportunities for the development of the learners' individual personality.

#### **4.2 Organisation, Planning and Assessment**

Citizenship & PSHEE is coordinated and managed by the PSHCEE Lead in consultation with the Head of School. The PSHCEE Lead consults with teachers and class teams, the speech and language therapist, the behaviour and intervention team, the school counsellor, parents, and most importantly, the learners.

Hardwick House School delivers an individual and personalised teaching and learning experience for all learners which contributes to the constant evolution of the Citizenship & PSHEE curriculum. This personalised approach is delivered across all subjects and throughout the school day, utilising planned and spontaneous opportunities to work towards independence and personal targets.

#### **4.2(i) Essential Skills Development**

PSHCEE education prepares learners for both their futures and their present day-to-day lives. It is essential that learners have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHCEE education has a rich body of knowledge taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...' The chosen topics provide a context to progressively expand and enrich concepts and transferable skills.

At Hardwick House School, the Essential Skills as identified by the PSHE Association have been adopted and are built into curriculum teaching Medium Term Plans. These skills are shown below:

<b>Essential Skills Development throughout the plan</b>		
<b>The intrapersonal skills required for self-management</b>	<b>The interpersonal skills required for positive relationships in a wide variety of settings</b>	<b>Skills of enquiry</b>
<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> <li>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</li> <li>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</li> <li>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</li> <li>8. Recognising and managing the need for peer approval</li> <li>9. Self-organisation (including time management)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, cooperation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience)</li> <li>5. Negotiation (including flexibility, self advocacy and compromise)</li> <li>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>7. Responding to the need for positive affirmation for self and others</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (including prediction) and management of risk</li> <li>8. Evaluating social norms</li> <li>9. Reviewing progress against objectives</li> </ol>

#### **4.2(ii) Key Stage 2 Provision**

In Key Stage 2, PSHCEE is built into all subjects throughout the day, but is perhaps most obvious in timetabled Outdoor Social Communication lessons. All Key Stage 2 learners spend a minimum of 4 learning periods per week in Outdoor Social Communication where the focus is on the three areas of difficulty experienced by those with autism; social communication, social interaction and social imagination. In addition, all learners in Key Stage 2 have one session per week of specific social communication input from the Speech and Language Therapist. PSHCEE is also built into the cross-curricular topics that run throughout Key Stage 2; there are currently six topics studied throughout the year.

#### **4.2(iii) Key Stage 3 Provision**

In Key Stage 3, PSHCEE continues to be signposted throughout all the curriculum areas, however in addition there is also one discrete lesson of PSHCEE per week. This lesson is delivered by the PSHCEE Lead. Key Stage 3 learners also have six learning sessions per week working towards the ASDAN Wider Key Skills qualifications of Problem Solving, Improving Own Learning and Performance and Working With Others. The focus of the Wider Key Skills programme and the PSHCEE programme is to continue to address the three areas of difficulty experienced by those with autism; social communication, social interaction and social imagination. Within the Key Stage 3 PSHCEE programme of study, there is an opportunity for learners to build units of work to be used towards the AQA Award or Certificate in PSE.

#### **4.2(iv) Key Stage 4 Provision**

In Key Stage 4, learners continue to have one timetabled learning session per week of discrete PSHCEE. Units of work delivered are diverse and regularly reviewed to meet the needs of the individuals within each teaching group; however there is an increasing focus on preparing the young people for independent adulthood within modern day Britain. Units of work include aspects of PSHEE, Citizenship, Sex and Relationships Education and Careers Education, information, Advice and Guidance. Within the Key Stage 4 programme, there are opportunities for learners to explore their educational options for Post-16 education, and to begin any related transition programmes; Hardwick House School Post-16 Education is a level 2 provision and it is expected that the majority of Key Stage 4 learners will transition to further education or training at the end of Year 11. Units of work continue to be accrued towards the AQA Award or Certificate in PSE, however the qualification is not the primary focus of the Key Stage 4 provision.

#### **4.2(v) Key Stage 5 provision**

The learners in Post-16 education at Hardwick House School are all following a Level 2 curriculum and are effectively completing their Key Stage 4 education before moving into further education or training. The majority of the Post-16 learners are new to the school, and have come to complete their Key Stage 4 qualifications having been out of mainstream education for some time. In addition, a few Key Stage 5 learners will have been in Year 11 at Hardwick House School yet due to their ASD-related anxieties, require an extra year to complete their Key Stage 4 qualifications. As a result, the focus of the Post-16 PSHCEE programme is similar to that of Key Stage 4; preparing the young people for independent adulthood within modern day Britain. Learners continue to have one timetabled learning session per week of discrete PSHCEE, however the units of work have been developed to take account of their age, interests and motivation. The units of work encourage them to discuss and debate topical and relevant issues to further develop and refine their communication skills. The course also plays a key role in preparing learners for their next steps beyond school; this includes preparing learners

for work experience so they develop skills, knowledge and understanding of a job which links to their chosen career path. Over the programme, learners explore a range of possible pathways from apprenticeships to colleges and universities where they are offered guidance and support with writing personal statements and any related applications.

In addition to the discrete PSHCEE lesson, all learners within Post-16 Education at Hardwick House School follow a programme of Travel Training, supported and funded by the Leicestershire Local Authority. Travel Training assists learners in overcoming the challenges and barriers due to their anxieties and autism; it empowers learners to take greater control and helps to prepare them for the next stage of their lives, working towards being an independent adult in modern day Britain.

### **4.3 Resources**

A wide variety of ever evolving resources are used within the delivery of PSHCEE at Hardwick House School.

In Key Stage 2, the Outdoor Social Communication learning sessions are based on the six principles of the Forest School model. The sessions take place in the school's Outdoor Learning area which includes animal enclosures, an outdoor kitchen, fire pits and a workshop for woodwork. Outdoor Social Communication builds self confidence & self-esteem, team work, motivation, skills and knowledge, and pride in, and understanding of, the learners surrounding environment.

A key resource used as a basis of planning for Sex and Relationships Education is the Fiona Spiers programme: 'Sex & Relationships Education: A visual programme for learners with Autistic Spectrum Disorders or Learning Disabilities'. This is an excellent resource that is useful for learners of all ages; there are units of work suitable for Key Stage 2 learners through to those in Key Stage 5.

For units of work on social communication, friendships and emotional health, Hardwick House School also uses a number of resources produced by The Autism Education Trust under the title of Tools for Teachers. Tools for Teachers is a practical resource designed to support teachers to work effectively with pupils on the autism spectrum. It identifies a range of practical tools and resources designed to support classroom success.

### **4.4 Assessment and Monitoring**

Assessment procedures are followed as outlined in the assessment, marking and feedback policy. Citizenship & PSHEE objectives are assessed and recorded by the classroom teacher. This allows for achievement to be noted, whilst providing guidance for future teaching and learning. Current school policy requires a Key Assessment to be completed per learner, per subject every half term. This assessment is evidence of current achievement levels and can take many forms; photographs/video/pieces of written work. Each Key Assessment is filed in the individual learner's Assessment Folder held in reception.

A main focus of the PSHCEE programme is to also address the difficulties experienced by those with an autism diagnosis. Progress within these areas is measured through the Autism Education Trust's Progression Framework. This is a tool to document key achievements in 7 main areas based on the findings of research completed by the Autism Education Trust as commissioned by the Department for Education. These 7 areas



relate closely to autism 'differences' as described within other autism research materials, and the impact of these on the learner's social, emotional and learning needs, their independence and community participation. The main Progression Framework areas are:

- Social Communication
- Social Interaction
- Social Imagination / Flexibility
- Sensory processing
- Emotional understanding and self-awareness
- Learning
- Independence and community participation

The PSHCEE Lead, along with all other classroom leads and support staff, contribute to

the termly update of each individual learner's Progression Framework.

In addition, at Key Stage 3, assessment and achievement is also measured through the completion of the ASDAN Wider Key Skills qualifications and at Key Stage 4, through completion of units of the AQA Award or Certificate in PSE.

#### **4.5 Sex and Relationships Education (SRE)**

Sex and relationships education permeates through the whole Citizenship & PSHEE curriculum via the scheme of work, in addition, learners have access to bespoke programmes as needed.

#### **4.6 Curriculum Enrichment**

All learners at Hardwick House School have access to many curriculum enriching activities. These activities are offered at regular intervals throughout the term as appropriate and also as a regular weekly timetabled activity on a Friday afternoon. Enrichment activities include additional sporting activities such as rock climbing and roller skating, along with additional opportunities for work placements, cooking and development of independent learning skills. Skills demonstrated through the enrichment programme are also used as evidence for the individual learners' Progression Framework document.

#### **4.7 Equal Opportunities**

All work carried out in Post 16 Education seeks to comply fully with the Hardwick House School Equal Opportunities Policy, in particular:

- That all learners should have equal access to learning opportunities, activities, resources and experiences regardless of race, language, religion, culture, disability, gender, sexual orientation or class.
- That resources, activities, opportunities and experiences should reflect all the above and avoid stereotyping of any group and as much as possible.

### **5.0 Related Documentation**

- Post-16 Education Policy
- Assessment, Marking and Feedback Policy
- Equal Opportunities Policy

