



## **RADLETT LODGE SCHOOL LOCAL PROCEDURE FOR:**

### **PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION**

#### **Introduction**

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

This policy is reviewed annually within the Radlett Lodge Education Leadership Team (ELT) who are responsible for leading policy development in the subject.

This policy will be available via the school website for all shareholders and will be sent to current parents and carers as part of our consultation process to obtain their views and opinions.

The philosophy of Radlett Lodge School (RLS) is to put the strengths and needs of our pupils first and we believe it is the right of our pupils to be treated with dignity and respect. Our teaching approach is pupil-centered and the principle focus is tailoring the teaching to the learning preferences of our autistic pupils.

#### **What is PSHE and Why is it important?**

PSHE (Personal, Social, Health and Economic) education at Radlett Lodge, refers to the taught subject content, covering statutory and non-statutory topics at an appropriate age and stage for our individual pupils.

PSHE forms one subject area within our broad and balanced curriculum, which in line with the Education Act 2002, must:

- *promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *prepare pupils at the school for the opportunities, responsibilities and experiences of later life.*

At RLS, our PSHE curriculum will be taught as a subject in its own right and although all of our pupils need to be supported to develop the concepts and their understanding around these topics, this policy reflects the taught aspect of PSHE.

The wider umbrella of Pastoral Care, of which PSHE is one component part, includes the other sessions, times and situations both explicitly planned and opportunistic where pupils are encouraged to practice and develop their physical, social, emotional and mental wellbeing.

## Pastoral Care at Radlett Lodge School



### Statutory Guidelines

The Department for Education states that all Primary Schools must deliver Relationships Education (RE), all Secondary Schools must deliver Relationships and Sex Education (RSE) and pupils at all ages should be taught Health Education (HE). This is often collectively referred to as **Statutory RSHE**.

Within the guidance it highlights that '*in special schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages*' and '*as with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law*'.

This important caveat allows teachers at RLS to make the best judgment for delivering the most appropriate PSHE education for our individual pupils and it is important to note that this may change over time as our school cohort changes. It is important therefore that we regularly obtain the views of our colleagues, parents and pupils as part of a robust monitoring of the PSHE curriculum.

### How we deliver PSHE

At RLS we have small class sizes which typically contain pupils from different year groups, therefore, a well-planned curriculum is required to ensure pupils experience the breadth and depth of the subject. Too much content may be superficial and therefore regular baselining of our pupils' understanding as well as assessment for, and of, learning is paramount to generate outstanding progress.

To ensure total coverage we believe the most effective model of delivery for PSHE education is a sequenced, **spiral programme** that builds on prior learning as pupils progress through school.

Each class has two or three timetabled lessons a week for the subject area of PSHE and our curriculum covers all of the statutory topics including Relationships Education (Primary), Relationships and Sex Education (Secondary) and Health Education but these won't necessarily reflect the pupils' chronological age in line with their mainstream counterparts. The topics are selected on a pupil-by-pupil basis to meet each individual's needs at a time that is appropriate for them. This can be seen in the PSHE 4 - year cycle for Pathway 1 and Pathway 2. Within this, considerations have been taken to ensure pupils learn about pertinent issues, such as puberty at a developmentally appropriate time through the stand-alone schemes of work which can be added in at the appropriate time for each pupil, supplementing the schemes of work that exist within the cycle.

We have based our Radlett Lodge curriculum on the PSHE Association's 'Framework for Pupils with SEND' and our curriculum implementation allows for flexible coverage of the subject.

Pupils learn best when teaching approaches allow for generalisation and concentrate on real-life situations rather than abstract concepts. We recognise that many of our pupils have very specific difficulties but believe that empathy, tolerance and positive intervention effect change. The culture and ethos of our school is based on acceptance and respect.

As an independent special school, the catchment area is wide and varied with pupils attending from 7 Local Authorities, 20 ethnic groups and varied socio-economic backgrounds. In addition to these factors and as already stated, effective PSHE education is also age and stage appropriate; where we must take the starting point and individual learning needs of our children and young people into account.

#### **PSHE Curriculum Intent is to:**

- develop confidence and responsibility;
- prepare to play an active role as citizens;
- develop a healthy, safe lifestyle;
- develop good relationships and respect the differences between people.

#### **PSHE and AUTISM**

Autistic pupils experience significant differences in relation to non-autistic pupils within:

1. Social Communication
2. Social Interaction
3. Sensory Processing

To navigate the social world with its unwritten rules can be very challenging for our pupils. This also makes our pupils more vulnerable to dangers that they might not be aware of or even understand. Each of these differences and challenges need to be considered when planning and delivering the curriculum to autistic pupils.

As such PSHE will play a core role in the development of our pupils, ensuring they can safely experience the social world as independently as possible. At RLS we believe that PSHE is a vital part of the education of our pupils because the quality of each pupil's future is likely to depend on their understanding of social situations, having good personal hygiene, making healthy choices and safely interacting.

In light of these autism-specific needs, some key points to teaching PSHE to autistic pupils can be seen below:

- **make learning opportunities concrete and relevant;**
- **teach with visual supports/musical cues or any other input that suits each pupils' communication style e.g. videos, props, photographs, pictures, symbols, objects, sound cues, etc.;**
- **avoid ambiguous language;**
- **always teach about 'self' first, before referring to others;**
- **reinforce messages and provide plenty and varied opportunities for generalisation;**
- **keep language minimal and relevant using meaningful vocabulary;**
- **be explicit and 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;**
- **use each pupil's preferred method of communication.**

### **Who is responsible and how is PSHE monitored and evaluated?**

The Principal has overall responsibility for all curriculum delivery, however, it is a collective approach where PSHE is coordinated and managed by the Education Leadership Team (ELT) in consultation with the Senior Leadership Team (SLT), teachers and class teams, speech and language therapists, occupational therapists, PBS coordinators, Educational Psychologist, parents/ carers and pupils.

This holistic trans-disciplinary approach gives our pupils a bespoke service of Pastoral Care managed by highly individual and personalised teaching and learning experiences which are delivered across all subjects and throughout the school day, utilising planned and spontaneous opportunities to work towards independence and Pupils' Personalised Learning Outcomes (PLO). Individual priorities are identified and highlighted through parental communication, half-termly trans-disciplinary class meetings, annual reviews and EHCP Outcomes.

Alongside this personalised whole-school approach to Pastoral Care, PSHE is taught in discrete timetabled sessions, following a curriculum designed and evaluated by teachers at Radlett Lodge School. Schemes of work are reviewed half termly by Class Teachers and Learning Support Assistants which are fed back to the ELT.

Timetabled PSHE is complimented by an extra-curricular calendar of trips into the community 'Educational Visits (EV's) which include shopping and eating establishments, leisure and sporting activities, work experience visits, gardening and allotment work, museums, local farms, etc. There may also be visits from external individuals or organisations which provide important opportunities unavailable in the usual classroom setting. Whenever visits take place or guest speakers visit RLS, they are not intended to replace the vital PSHE lessons delivered by our autism trained teachers, their purpose is to enrich the opportunities for our pupils.

Assessment procedures are followed as outlined in the assessment, reporting and recording procedure and although not formally assessed like English or Maths, PSHE objectives require a baseline at the start of each topic followed by end point assessments to identify and avoid pupils' misconceptions.

At RLS all teachers are teachers of PSHE; they need to be resourceful and creative to produce autism pupil specific learning opportunities. Our thematic, topic-based schemes

of work provide the spiral content for appropriate coverage of themes whilst teachers have autonomy to adapt these to ensure the needs of every autistic pupil is met.

### **Parents rights to withdraw**

There is only a legal right for parents to request to withdraw their pupils from learning some or all of the Sex Education as part of the **Secondary Schools' RSE Curriculum**. There is **no right to withdraw from the Primary Schools' Relationships Education** or the Health Education elements.

At Radlett Lodge School we do not only teach to those age-related stages and therefore a much older teenager may still be learning from the Primary Relationships Education curriculum due to the appropriateness of their individual developmental stage. Please note that RSE or at least the pre-cursors to it, permeates through the whole PSHE curriculum. Pupils will be taught about a range of subject matter within the curriculum including: self-awareness, self-care, support and safety, managing feelings, changing and growing, healthy lifestyles and the world I live in. Different materials and visuals will be used to support pupils' understanding of our Relationships Education, and these will include references to different types of family e.g. single parent, living with grandparents, LGBTQ+ families etc.

It is important to note that although a pupil's understanding may not be at the same level as their chronological age, body changes and hormones will occur at different times and so topics will need to be addressed when they are relevant for that individual pupil. Possibly through PSHE lessons, but usually these needs will result in a planned bespoke intervention through consultation with parents and carers, the class team and the trans-disciplinary team.

**The review date for this policy will be November 2024.**

The Radlett Lodge School Local Procedure for PSHE should be read in conjunction with:

#### **NAS POLICIES:**

Quality of Life (QoL) Framework Policy  
Special Educational Needs and Inclusion Policy  
Supported Home Learning Policy  
Remote Learning Policy  
Personal, Social, Health and Economic Education Policy  
Relationships and Sex Education Policy  
Safeguarding Policy  
SEND Policy  
Management of Behaviour Policy  
Health and Safety Policy  
Economic Well-Being (Financial Capability) Policy  
Advocacy Policy  
Anti-Bullying Policy  
Equal Opportunities Policy

#### **RADLETT LODGE SCHOOL LOCAL PROCEDURES:**

Curriculum  
Teaching and Learning  
Assessment, Recording and Reporting