

School Supplementary Guidelines



Title: Personal Social Health and Citizenship Education (PSHCE)


This guidance is to be read in conjunction with related National Autistic Society Policies

Declaration

Sybil Elgar School does not promote partisan political views. School promotes British Values.

The school will have regard for The Human Rights Act, 1998, The Disability Discrimination Act, 1995, as amended by The Special Educational Needs and Disability Act, 2001, including new duties 2002, and The SEND Code of Practice 2014, with special focus on Student Empowerment, Parents in Partnership and Consultation and Joint Working initiatives.

School has regard for the protected characteristics as defined in the Equality Act 2010.

Policy lead (s)	Deputy Principals
Date of document	October 2012
Latest revision	June 2023
Signed Chloe Phillips Principal	

Sybil Elgar School Mission Statement

We are committed to ensuring that every autistic student has equal rights and opportunities to access their entitled education and to reach their full potential, whilst having their specific needs met.

We want to ensure that all our young people have purposeful and enjoyable experiences at Sybil Elgar, preparing them for the opportunities, responsibilities and experiences of later life. This is achieved by ensuring that all students have access to an aspirational broad, balanced, motivating, relevant curriculum with clear outcomes and an emphasis on Quality of Life. Students at Sybil Elgar all have an Education and Health Care Plan outlining individual difficulties in language and communication, social awareness and imagination.

Every aspect of the students' care and education is tailor-made for them using approaches that The National Autistic Society has tried and tested over many years.

Sybil Elgar School Ethos and Philosophy

- We put the needs of our children and young people first. We are resolute in our commitment to ensuring their right to a quality education and to be treated with dignity and respect which we do with compassion, kindness and sincerity.
- We are non-judgemental and celebrate diversity. We unreservedly accept all our children and young people as part of our culture and community
- We promote that compassion, tolerance and positive intervention can effect change.
- We believe in a strong and transparent partnership with parents, carers and families, including other professionals around each family.
- Our empowering teaching approach puts our autistic students at the centre of all we do and always looks ambitiously towards next steps and preparation for meaningful adult living.
- Our curriculum is broad, balanced and creative with enhanced access to the community with positive opportunities for sensory, physical, social communication and practical living skills. It is underpinned by established research and effective autism specific best practice.
- Individual priorities for learning are identified from EHCPs and our holistic and thorough assessments, which consider individual interests, strengths and needs, including the views of the student and their family.

- We intend that all our children and young people will be happy and safe. That they will be confident communicators and will learn independence skills and gain qualifications to be as autonomous and fulfilled as possible.
- We are committed to Equal Opportunities and all that implies.

Introduction

This Policy is written within the context of the vision and values of the National Autistic Society

The purpose of this policy is to provide a comprehensive document to share with staff, governors, other professionals, families and interested stakeholders. The policy incorporates our aims values and ethos as well as describing how personal, social, health, economic and citizenship education (PSHCE) is taught and coordinated at Sybil Elgar School. It has been produced by the Deputy Principal in consultation with the Senior Leadership Team and staff.

The term 'school' at all times incorporates both the school and the Post 16 Provision.

This policy is reviewed annually by the Deputy Principal who is responsible for leading policy development in the subject.

The school's health and fitness is overseen and monitored by the Deputy Principal and Manager Post 16 provision.

Background Information

Sybil Elgar School is an independent special school for students* 4 to 22 + years with a statement of special educational needs to include a diagnosis of autism. Citizenship & PSHE is emphasised throughout the 24-hour curriculum for **all** students, whether that time be spent at school, home, or the wider community.

The school is part of the National Autistic Society (NAS) whose ethos, policies and procedures all influence the learning environment at Sybil Elgar 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 autistic people and aim to provide autistic individuals 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 catchment area of the school is wide and varied with students attending from 13 LA's, 14 ethnic groups and varied socio-economic backgrounds, with many students currently qualifying for free school meals.

Intent

The philosophy of Sybil Elgar School is to put the needs of its students first and we believe it is the right of our students to be treated with dignity and respect. Our teaching approach is person centered and we follow the principals of the Quality of Life Curriculum and the AET (Autism Education Trust)

We place a high priority on Personal, Social, Health, Economic and Citizenship Education to maximise opportunities for personal autonomy and to enhance quality of life linked to the SMSC Curriculum. We believe that structure and positive intervention with built-in opportunities for change and risk-taking achieve the best results for autistic students. Our teaching approaches are individualised, allow for generalization and concentrate on real-life situations rather than abstract concepts.

Our students have highly complex needs. The culture and ethos of our school is open and non-judgmental.

Safeguarding.

We will protect our students from radicalization and will provide them with the skills to keep themselves safe.

The Sybil Elgar School has a very strong ethos and programme in place to support and safeguard all staff, students and families.

The school will have due regard to the need for everyone to **be** safe and **feel** safe.

We will ensure that our students are overtly taught and have modelled for them the values of courtesy, honesty, tolerance kindness and respect for others, through a robust curriculum, clear and effective policies and well-established procedures, practice and protocols.

We will not tolerate abuse in any form, including peer on peer abuse and we will ensure that we: **inform prepare and respond**

- Inform (ensure students, staff and families know the risks, how they present and the potential support/outcomes)
- Prepare (ensure that students, staff and families can identify the risks, report and respond)
- Respond/Help (ensure that responses to reports of CSE are dealt with effectively, keeping children safe, helping those involved).

The school has an open culture and we encourage families/students and staff to talk about their concerns safely.

Our students are autistic and this presents clear and extra challenges. The majority of our student population have severe cognitive delay, highly complex needs and a lack of understanding about the impact of their behaviour on others. They may be perceived to be behaving without respect 'abusing' others without intent, both their peers and staff who work with them. The school will not tolerate instances of abuse, violence and harassment in any form. Instances of this from or between students will be dealt with following the NAS school's behaviour policy and school protocols.

Staff training and support is key to ensure that our students are supported sensitively and robustly to manage their difficulties in a positive way and to ensure that they are taught the skills to enable them have the best possible quality of life and enable them to live and work with others in their adult lives.

Implementation

PSHCE will be taught according to individual need based on EHCP targets.

The curriculum is divided into modules to teach about:

A healthy (including physically, emotionally and socially) **balanced lifestyle**

Linked to **Sensory and Physical development**

(including within relationships, work-life, exercise and rest, spending and saving and diet)

Linked to **Social and Emotional Behaviour, Emotional Well Being and Keeping Safe.**

Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

Linked to **Communication and Interaction**

Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)

Linked to **Self Help, Independence and Organisational Skills and Community Involvement.**

Linked to **Cognition and Learning**

Diversity and **Equality** (in all its forms)

Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)

Rights (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

CITIZENSHIP & PSHE and Autism

Autistic students experience significant difficulties in key areas related to

Differences in Social Communication

Self-Reliance and Problem Solving

Emotional Wellbeing.

This may lead to difficulties with generalisation, poor self awareness and empathy with others all of which can be additional risk factors when developing skills for adult life.

Autistic students often also experience difficulties with **sensory processing** and a lack of **awareness of danger**. Each of these areas needs to be considered when planning and delivering the curriculum to autistic students.

The majority of students who attend the Sybil Elgar School will have significant developmental and intellectual delay.

Key points to teaching Citizenship & PSHE to autistic students 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 motivating, relevant, concrete and real.
- Create individual learning targets linked to EHCP.
- Supplement teaching with visual aids e.g. videos, props, photographs, pictures, symbols, objects etc.
- ensure all staff act as consistent, positive role models for students
- always teach about 'self' first, before referring to others
- reinforce messages and provide plenty of practical opportunities for generalisation
- keep language simple and use agreed vocabulary
- Be specific – provide students with explanations. Don't presume they will make the link e.g. between a behaviour and emotion
- encourage students to make choices and express their feelings

Policy Statement

Citizenship & PSHE at Sybil Elgar School supports autistic students to develop emotionally and socially, encouraging their participation in increasing personal awareness and social skills.

High quality Citizenship & PSHE can help to improve self-management of behaviour and inclusion, working towards achieving the five outcomes of *Every Child Matters* for children and students:

1. being healthy
2. staying safe
3. enjoying and achieving
4. making a positive contribution
5. achieving economic well-being

We strive towards each individual fulfilling their maximum potential and participating actively in their lives as independently as possible.

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

The Citizenship and PSHE curriculum aims to:

- keep students safe
 - 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
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- Develop personal wellbeing economic well-being and financial capability

The use of externally accredited courses such as ASDAN, OCR, Duke of Edinburgh and BTEC programmes also supports a breadth of experience and teaching.

Citizenship begins by interactions with familiar adults increasing to interactions with other students 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 students to move from a personal view of themselves and their immediate world towards a much wider perspective.

Knowledge and understanding of citizenship at Early Years, KS1 and 2 is through; preparing students to play an active role as citizens whilst it is addressed at KS3 4 and within the 16-22 Provision through:

- knowledge and understanding of informed citizens
- developing skills of enquiry and communication
- developing skills of participation and responsible action
- The curriculum at Key Stage 1 and 2 follows the Early Years model; appropriate for the developmental needs of the children.

Learning about Citizenship & PSHE for students with special educational needs is particularly important as it helps students 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, students move towards true independence and consequently increase their ability to live and interact with others. Feelings of physical well-being support personal dignity and wellbeing.

Organisation, planning, delivery and assessment

Citizenship & PSHE is coordinated and managed by the PSHCE & SRE Subject Leader (Deputy Principal) in consultation with SMT, teacher and

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class teams, Speech and Language Therapist, Psychologist and Behaviour Coordinators, Occupational Therapist, (Trans Disciplinary Team TDT) in discussion with parents and students as relevant.

Sybil Elgar School delivers a highly individual and personalised teaching and learning experience for all students which contributes to the constant evolution of the Citizenship & PSHE 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 MyProgress™ EHCP Outcomes (6 monthly targets). Individual priorities are identified and highlighted through parental communication, half-termly multi-disciplinary class meetings, annual reviews and MyProgress™ EHCP Outcomes (6 monthly targets). (Please refer to school Assessment, reporting and recording policy)

Alongside this personalised whole-school approach, Citizenship & PSHE may also be taught in discrete timetabled sessions, following a curriculum designed and evaluated by teachers at Sybil Elgar School. Schemes of work are reviewed annually by teams which are fed back to the subject leader.

Citizenship & PSHE complements what our students learn throughout the curriculum at school and home 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 students who are capable, are enabled to comment upon individual needs through the use of daily or weekly home-school communications and IEP Outcomes (Annual then at least termly targets) monitoring and EHCP Annual Review Process. Trans-disciplinary teams also feed into this annual review process and specific issues can be raised with class teachers and the SLT.

Staff use a variety of resources and strategies to support the teaching and learning of students, 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 Citizenship & PSHE 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 Citizenship & PSHE is the responsibility of the Deputy Principal. 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 a minibus which provides access to outside resources and Community Education (see policy)

Assessment procedures are followed as outlined in the assessment, reporting and recording policy. Citizenship & PSHE objectives, within a student's Individual learning Plan are assessed and recorded in line with the related methodology and performance indicator. This allows for outcomes 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 any significant progress and form part of the student's Record of Achievement. Progression and assessment will be ensured through the use of the Citizenship Scheme of Work and Developmental Learning Outcomes. At KS4 PSHE is accredited through ASDAN Transition Challenge and/or other awards. In the Post 16 provision it is accredited through OCR modules

Sex and Relationships Education (SRE)

Sex and relationships education permeates through the whole Citizenship & PSHE curriculum via the scheme of work. There are additional guidelines for SRE and students have access to bespoke programmes as needed. More details can be found in The NAS Policy and school SRE guidelines.

Related Policies

This guidance refers to the following documents:

- Assessment reporting and recording policy
- Community Based Education policy
- Community Cohesion policy
- Sex and relationship education policy
- Drug policy
- Work-related learning and careers policy
- Health and safety policy
- Anti-bullying policy
- Safeguarding policy
- Equal opportunities policy
- Economic well-being (financial capability) policy
- Communication policy
- Management of Behaviour policy
- Radlett Lodge School PSHCE Policy

- This policy was written with reference to:
- Teaching about relationships, sex and health (DFEE)
Updated: 13 September 2021
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self-Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Independent School Standards
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools
- The Gatsby benchmarks

***For the purposes of this policy and for fluency the term 'student' is used to describe all learners from the Early Years through to 16-25 Provision**