

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION POLICY



HARDWICK
HOUSE SCHOOL

Date: September 2022

Review Cycle: Annual

Next Review Date: September 2023

Hardwick House School is owned and operated by Cavendish Education.

This Policy is one of a series of School Policies that, taken together, are designed to form a comprehensive statement of the School's aspiration to provide an outstanding education for each and every one of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy should be read alongside all of these Policies in order to get the full picture. In particular it should be read in conjunction with the Equality & Diversity Policy, the Health and Safety Policy, Behaviour Policy, and the Safeguarding Children Policy.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole School is undertaking to ensure the implementation of its core values: Confidence, Competence, Creativity, and Character.

In all the School's Policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The School employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula HR Online
- Peninsula BusinessSafe (Health and Safety)

Statement of Intent

This Policy applies to all staff, volunteers, therapists, and anyone working on behalf of Hardwick House School, pupils, parents/carers, external agencies and members of the public.

Introduction and Aim

Hardwick House School ('the School') is proud of the quality of teaching and pastoral care provided to its pupils, and is committed to a safe and secure environment in which every child and young person can learn effectively in line with DfE guidance.

This document is a statement of the aims, values and strategies used for the development of the PSHCEE curriculum undertaken within Hardwick House School. The policy aims to take into account diversity of beliefs and needs, and provide equality of opportunity.

Hardwick House School is an independent special school which provides a broad and balanced curriculum for Pupils in Key Stage 2 through to Post-16 Education, who hold an Education, Health & Care Plan for Autism Spectrum Disorder (ASD). Pupils at the school have a wide range of needs and abilities, but broadly have similar cognitive abilities to children in maintained primary and secondary schools. The nature of pupils with autism can create an uneven academic profile both within the individual young person and within the year groups. Additionally, heightened anxiety and school refusal are frequent traits within our Pupil community, many of whom have experienced lengthy periods out of school and / or had a history of multiple school placements. This presents particular demands to ensure that each Pupil has the opportunity to achieve their full potential in all areas of the curriculum. Accordingly, Hardwick House School offers a differentiated curriculum that meets the range of different ages, aptitudes, needs and interests of the Pupils

and is permeated with a specialised autism-specific curriculum and delivered within an ethos of empathy, understanding, and structure.

Legislation and Guidance

Hardwick House School is an independent special school but it chooses to broadly follow the national curriculum, therefore this policy reflects the requirements to provide a broad and balanced curriculum, and the National Curriculum programmes of study.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).

We must teach health education under the same statutory guidance.

We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).

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 maximise 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.

PSHCEE 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 & PSHCEE plays a core role in the development of a person with autism. At Hardwick House School we believe that Citizenship & PSHCEE 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 & PSHCEE 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 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

Curriculum content

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. A copy of this policy can be requested at any time from the school.

The PSHCEE curriculum is split into three main areas: Health and Wellbeing, Living in the Wider World and Relationships. Within the Health and Wellbeing sections of the curriculum, learners will study topics such as mental and physical health, drugs, alcohol and tobacco, first aid and the changing adolescent body.

For other aspects of PSHE, including health education, see the attached curriculum map (Appendix A) for more details about what we teach in each year/Key Stage.

Curriculum delivery

Aspects of PSHCEE are delivered throughout the school's wider curriculum, however, each class group throughout the school has one discreet PSHCEE lesson timetabled per week, to ensure the curriculum is fully covered. The PSHCEE curriculum is split into three main areas: Health and Wellbeing, Living in the Wider World and Relationships. Each area will be delivered for two half terms within the academic year and each year will build on the knowledge from the previous year.

The PSHCEE 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
- Encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010

A range of resources will be used to deliver the PSHCEE curriculum and may differ between groups to ensure the most appropriate resources are used. Resources used may be from the PSHE Association, the Autism Education Trust or an ASD specific resource such as *A PSHE Programme for Learners with Autistic Spectrum Disorders* by Fiona Speirs.

Taking Account of the Individual

Prior to admitting all pupils and Post-16 learners, the school has informative discussions with the learner, their family, and where appropriate, their prior school and key worker from the Autism Outreach team. At this point, the child's Education and Health Care Plan (EHCP) and One-Page Profile are also reviewed and the aptitudes, needs and interests of the pupil are ascertained. For Post-16 learners, this meeting also includes discussion regarding the curriculum needs for the individual, taking into account any previous examination outcomes and future aspirations and career plans. At this meeting, those in Key Stage 4 and Post-16 are asked for their Option Subject choice. The option subjects are reviewed regularly according to individual interest and staffing availability.

Upon admission to the school, prior academic attainment data is obtained via past school records and the DfE's Key to Success secure website. This data is circulated to teaching staff to aid planning. It is acknowledged that learners coming into Hardwick House School often have significant gaps and periods of missing education. As a result of this, target setting solely on the results of the Key Stage 2 SAT tests is not a reliable measure and therefore the pupils undergo a series of baseline assessments within their first half term in the school to ascertain their current level. These assessments are spread throughout the first half term to minimise anxieties; the pupils who are new to the school have frequently been out of education for in excess of a year, and often several years; to have their first few days at the school dominated by assessment is contrary to their needs driven by their ASD diagnosis. In addition to baseline testing for academic subjects, learners are also assessed for any social, emotional and behavioural issues using the Strengths and Difficulties Questionnaire (SDQ), for communication needs through the Children's Communication Checklist Version 2, completed by the Speech and Language Therapist, and for sensory issues through the Sensory Processing Measure completed by the Occupational Therapist.

Information gathered through these assessments are collated into an individual Learner Profile that is circulated to staff. This includes suggested teaching strategies and approaches so as to aid staff in their strategic planning to meet individuals identified needs, aptitudes and interests. In addition to the Learner Profile, staff use common formats to write yearly Course Overviews detailing planned routes of learning with assessment opportunities, termly Medium-Term

Plans and individual Lesson Plans. The Medium-Term Plan and Lesson Plan format ensure that learner's individual needs, aptitudes, prior attainments and interests are taken into account and that activities, resources and support are put in place to allow each pupil to make the progress that they are capable of. Throughout the academic year, planning is adapted on a regular basis to take into account the individual and whole group needs of the pupils.

Autism Friendly Learning

Hardwick House School knows that pupils with autism often display high levels of anxiety. The anxiety is often linked to the young person's perception of his/her inability to engage with the community and learning which is presented at school

Hardwick House School aims to ensure that the school community is one in which pupils will feel a full participant with a similar peer group. The Hardwick curriculum provides structure where the environment is predictable, accessible and the community is understood and everyone within it is known.

Positive approaches and expectations to support the development of self-confidence and self-esteem building on the natural strengths, interests and abilities of the pupils. In addition, classroom staff liaise regularly with the therapy team in order to best meet the needs of the children.

Approaches taken to support the pupils include:

- Flexible teaching arrangements
- Autism specific teaching using written step by step instructions with colour coding
- Visual timetables in all classrooms
- Calling by name
- Only essential visual aids at front of class
- Frequent breaks
- Individualised diet to aid sensory modulation
- Balance cushions
- Back cushions for comfort
- OT checks for seating heights of chairs and tables
- Calm, low sensory environment
- Sensory arousal exercises including yoga in Key Stage 2
- Individual pastoral support (e.g., for personal management issues)
- Pencil grips
- Time out for calming down

- Desks facing front of classroom
- Students own learning styles considered in planning
- Concrete apparatus
- Instant feedback with marking
- Scribes when needed
- Routine
- Common learning displays in all rooms to promote independence

Extra Curricular Learning

All pupils at Hardwick House School have access to a wealth of curriculum enriching activities during their time at school. Many of these activities are annually recurring themes based on religious, cultural and political events which are built into the curriculum in a cross-curricular way. Some are one-off special events to develop community engagement, social skills and broaden experiences, such as visiting authors, holocaust survivor visits, theatre trips and working with local community groups. Some are longer term such as links with a school in Canada.

Preparation for Adulthood

At Hardwick House School, we want our young people to have fair and equitable life chances as they move into adulthood and that they are prepared for further study, paid employment, and independent living. In addition, we want all our young people to be prepared for life in modern day Britain and be valued members of their community and have successful friends and relationships. The PSHCEE curriculum is designed to aid this alongside any individualised transition work that the learners may receive.

Monitoring and Assessment

Hardwick House School assesses all pupils regularly to inform the planning and approaches and strategies that will work best for the individual.

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 Strengths and Weaknesses Questionnaires (SDQs). This is a

tool to document key achievements in five main areas. These five 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 five areas are:

- Emotional symptoms
- Conduct problems
- Hyperactivity/inattention
- Peer relationship problems
- Pro-social behaviour

The outcomes of the SDQs may inform the teaching within the PSHCEE curriculum if certain areas need addressing for individuals or small groups.

14 Responsibilities

Pupils

Pupils are responsible for engaging with their learning as fully as possible, taking into account their unique needs due to their autism.

Parents

Parents are responsible for supporting their child to attend and engage in their learning, and to cooperate with and support staff in addressing the needs of their child.

Therapists

The therapists are responsible for supporting the subject staff in ensuring that all pupils can access the curriculum and the curriculum is relevant to the needs of the pupils.

Classroom Support Staff

Classroom support staff will liaise with and work under the guidance of the subject staff to ensure that the pupils can access and engage as fully as possible in planned learning activities, contributing to the planning, delivery and assessment of the work of individuals or groups of pupils.

Subject Staff

Subject staff will ensure that the school curriculum is implemented in accordance with this policy. Subject Leads are responsible for the quality of the curriculum delivered at all Key Stages in their subject. The curriculum must match the pupils' needs and ensure it is of a high standard in line with the School's core values.

Subject staff must ensure that long, medium- and short-term planning is in place, that is challenging and meets the needs of the individual pupils and the curriculum intent of the school. Subject leads are responsible for:

- long, medium- and short-term planning

- planning that is flexible to the individuals in the class
- differentiation to meet the individual needs of students in the classroom
- summative and formative assessment of the learning
- using a range of teaching and learning strategies, techniques and resources, that makes the curriculum exciting to the pupils and ensures engagement
- providing clear opportunities for challenge and support
- directing the work of support staff
- attending and contributing to training and meetings are requested

Deputy Headteacher

- Support subject staff in identifying and dealing with these concerns and ensure that everybody feels safe at work and in school

Senior Leadership Team

The Senior Leadership Team is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the PSHCEE curriculum, have aims and objectives which reflect the school's mission statement.
- proper provision is made to take account of the unique needs, talents, attributes and interests of all pupils regardless of ability, including pupils with special educational needs (SEN) additional to their autism.
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.
- the School's procedures for assessment meet all legal requirements.
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- the governing body is advised on whole-school targets in order to make informed decisions.

Governors

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing body will also ensure that:

- a robust framework is in place for setting PSHCEE curriculum priorities and aspirational targets.
- enough teaching time is provided for pupils to broadly cover the National Curriculum and other statutory requirements.
- it participates actively in decision-making about the breadth and balance of the curriculum.
- there is support for the Senior Leadership Team in implementing this guidance.
- the policy is reviewed annually in collaboration with the wider school community.

Hardwick House School PSHCEE Curriculum Map 2022/23

	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Managing transition: - all about me - communication - working together - responsibilities - achievements & goals	British Values: - diversity & prejudice - religion project - cultures and religions - fake news - human rights and law	Healthy relationships: - different relationships - friendship - bullying - e-safety - peer pressure	Healthy choices: - smoking - alcohol - coping strategies - personal hygiene - vaccines & medication	RSE: - puberty changes - managing feelings - self-esteem - sex - consent	Citizenship: - recycling - plastic - sustainability - speaking and listening
Year 8	Healthy choices: - emergencies - fire safety - road safety - railway safety - water safety	British Values: - diversity & prejudice - religion project - cultures and religions - fake news - human rights and law	Healthy relationships: - positive relationships - social media/online grooming - bullying - communication	Healthy choices: - work/life balance - mobiles & tech - peer pressure - managing risks - personal safety	RSE: - online safety - body image - sex - contraception - consent	Building Skills: - research skills - presentation skills - learning styles - problem solving - decision making
Year 9	Healthy choices: - balanced diet - food hygiene - exercise - nutrition - sleep	British Values: - diversity & prejudice - religion project - cultures and religions - fake news - human rights and law	Healthy relationships: - assertiveness - managing risks - bullying & peer pressure - strengths & areas to develop	Mental health: - physical & mental health - stress buckets - mindfulness - building resilience - confidence & self-esteem	RSE: - consent - contraception - STIs - sexist/racist behaviour - the law	Decision Making - moral dilemmas - gambling - enterprise - types of work
Year 10	Autism Regulation Curriculum: - regulation language - sensory activities - emotions - individual toolbox	Employability: - employability skills - personal statement - finance decisions and purchasing choices - personal targets	Healthy relationships: - relationship breakdowns - media relationships - support services - marriage - parenting	Mental health: - bereavement - managing feelings - media distortions - addiction & support - drugs	RSE: - sex and gender - LGBTQ & homophobia - STIs - sex and the media - teenage pregnancy - birth	Citizenship: - political system - rules and laws - extremism - cults - debating skills
Year 11	Autism Regulation Curriculum: - regulation language - sensory activities - emotions - individual toolbox	Employability: - raising aspirations - career choices - CV & college applications - money management - higher education	Healthy relationships: - abusive relationships inc. domestic violence - gangs & knife crime - honour violence - harassment & stalking	Mental health: - body image - body modification - drugs and the law - cancer - change & resilience	RSE: - sexual abuse (inc. FGM) - pornography - abortion - sexting - STIs	Transition: - college visits - enterprise project - travel training

