NAS Personal, Social, Health and Economic education Policy – SO-0126

Date of Issue	December 2020
Date reviewed	January 2022
Date of next review	January 2023
Version Number	1.2
Policy Lead	Education Directorate
Distribution	Education and Children's services
Date ratified by board	7th December 2020

EQUALITY STATEMENT

We will regularly review our policies to ensure that we are

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential
- Meeting our obligations under the requirements of the Equality Act 2010 and the protected characteristics therein

QUALITY OF LIFE FRAMEWORK

All NAS schools and Children's services follow our Quality of life (QoL) Framework. In implementing this framework, we listen to pupils, parents and the child's keyworker to understand what is important to them in relation to their quality of life. We then work as a transdisciplinary team to ensure we plan each child's education carefully and cohesively, shaping each pupil's provision around their EHCP and agreed developmental goals in order to develop pupils' knowledge and skills now and for the future.

1. Purpose of this document

To outline the NAS Education Directorate's policy for NAS and NASAT schools' approach to the teaching of PSHE, including statutory arrangements for Relationships and Health Education.

2. Scope

This policy applies to all schools and children's services within National Autistic Society and National Autistic Society Academy Trust. This policy includes all relevant aspects of PSHE, SMSC and promoting British Values.

3. Approach

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

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

The Education (Independent school standards) 2014 includes the requirement for independent schools to provide

> "personal, social, health and economic education which–
>
> (I)reflects the school's aim and ethos; and
>
> (ii)encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act"

The statutory guidance for Relationships, Relationships and Sex Education (RSE) and Health Education (2020) has made the teaching of these areas compulsory from sept 2020. (With additional provisions with regard to implementation by summer term 21 due to the COVID 19 pandemic and additional pressures on schools. Relationships and Sex Education (RSE) is covered in a separate NAS(AT) policy. NAS (AT) schools have chosen to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education and will build on their existing quality programmes to deliver the new statutory guidance. Specific schools are free to organise these programmes differently and use different titles. It is also acknowledged that for the majority of our pupils it is most helpful for pupils to learn one name / symbol for a subject rather than change at different points in their education.

Autism affects the way a person communicates with and relates to people around them. Our schools deliver a Quality of Life (QOL) Curriculum which aims to ensure every child has access to the best possible developmental

opportunities so that they learn more and do more, preparing themselves for life after school. The teaching of PSHE underpins the QOL curriculum and is reflected in everything we do. Personal, Social, Health and Economic Education (PSHCE) plays a core part in the development of a person with autism as well as running through all aspects of the curriculum each of our schools will offer a specific coherent PSHE programme throughout the age ranges which will be applicable to the abilities and needs of pupils.

We have a clear ethos of respecting each young person, recognising each other's strengths and achievements, as well as equipping pupils with effective support to help minimise any areas of difficulty. We provide a caring and supportive learning environment that facilitates the development of the whole child and promotes their welfare and wellbeing. Through our culture of high expectation and positive regard we seek to develop aspiration in our pupils for their lives beyond school.

4. Objectives

The PSHE curriculum will include teaching that aims for pupils to:

- Understand what is important to them and will help them to have a fulfilling quality of life.
- Understand what constitutes a healthy and safe lifestyle.
- Respect themselves and others and understand that their own and others opinions are valued.
- Develop self-confidence, self-esteem and self-worth.
- Develop social communication and social interaction skills.
- Understand how to support their own wellbeing.
- Understand themselves and their autism.
- Understand how to stay safe and behave online
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky and harmful behaviours.
- Develop responsibility and independence within school which they will take forward into society and in their working lives.
- Develop emotional regulation skills and coping and tolerance strategies
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Participate in their community and be a constructive member of society.
- Respect cultural diversity.
- Understand democracy.
- Develop good relationships with peers and adults.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect other's right to do the same.
- Understand and promote equal opportunities for all.
- Enable pupils to make a successful transition into adulthood by developing their vocational and independent living skills.
- Participate in a range of enrichment activities.

5. Operational delivery

All NAS(AT) schools deliver a Quality of Life curriculum. This approach to delivering specialist education includes the following key features:

Subject teaching: Schools have a predetermined timetable for all key stages. The PSHE curriculum acknowledges that pupils mature at their own speed and will only cope with new learning when they are developmentally ready. In order to ensure the highest possible level of personal development many aspects will be revisited at later key stages using age-appropriate and suitable, differentiated content.

Curriculum documentation / schemes of work: schools will have their own curriculum documentation which will set out what will be taught at each key stage in line with statutory guidance.

Personalised: Schools provide a range of opportunities and delivery strategies to meet the individual needs of pupils so each pupils timetable is adapted and individualised accordingly.

Parent involvement: Parents/carers will be involved in this aspect of their child's learning through consultation, involvement in planning and in identifying important areas for individual pupil development. The school and parents/carers will work together to inform pupils/pupils of what is being done and why.

Pupil Involvement: Pupils will be actively encouraged to be involved in shaping their own learning. We will aim understand what is important to our pupils for their own quality of life and what they might like to do in the future. This will then inform provision planning. Pupils will be encouraged to take some responsibility for organising and assessing their own learning.

Additional curricula: complements the National Curriculum with specialist areas such as Learning to learn or Understanding autism.

Autism specific approaches: our schools have adopted the National Autistic Societies SPELL framework. **S**PELL is an anacronym that stands for:

Structure
Positivity
Empathy
Low arousal
Links

This is a framework that promotes best practice in supporting Autistic people of all ages.

Schools will also use a variety of autism specific teaching approaches as appropriate to the group or individual. All of these approaches will be ethical, non- aversive and supported by research. Some approaches used in our schools include:

TEACCH
Social stories
Comic strip conversations
Intensive Interaction
Picture Exchange Communication System (PECS)
More information can be found about these approaches on the NAS website.

Transdisciplinary approach: schools have clinical teams which typically include Psychologists, Speech and Language therapists, Occupational therapists and Positive Behaviour Support Practitioners / Co-ordinators. These professionals will work with all other staff in the schools to support pupils' access to learning and personal, social and health development.

Qualifications: Pupils are supported to gain appropriate nationally recognised qualifications (including academic and vocational qualifications), tailored to individual need.

Community based learning: Significant emphasis on community-based learning to develop functional skills in natural settings.

Careers: Each school will have a careers programme that meets the needs of pupils and supports destination planning. Schools will provide Independent careers advice.

Enterprise: Schools will develop enterprise activities that can be considered a curriculum in their own right. Pupils will have the opportunity to participate in enterprise activities.

Assembly: Our weekly assemblies provides opportunities for pupils to come together. They have a clear theme which wherever possible links to the current curricular theme. Assemblies will provide opportunities for collective worship and associated spiritual, moral and cultural learning, and may also involve appropriate guests from the local community. Assemblies also provide opportunities to reflect and reward achievement.

The teaching of Social, Moral, Spiritual and Cultural Education (SMSC)
NAS(AT) schools recognise the importance of SMSC in the development of our pupils. SMSC requires schools to establish a positive culture in which pupils thrive. SMSC is broader than PSHE but does encompass much of what is in the PSHE curriculum. Our schools promote:

The Spiritual development of pupils including:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them

- use of imagination and creativity in their learning
- willingness to reflect on their experience.

The moral development of pupils including:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding the effects of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

The social development of pupils including:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

The cultural development of pupils including:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- understanding and acceptance of Diversity, Equity and Inclusion (DEI)
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving their understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

The teaching of British Values

Within PSHE all schools have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values were first set out by the government in the 'Prevent' strategy in 2011 and then defined in 2014 guidance. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it. Fundamental British values are:

1. Democracy
2. The rule of law
3. Individual liberty and mutual respect
4. Tolerance of those with different faiths and beliefs.

Our schools will aspire and aim to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Support pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society
- Enable pupils to develop knowledge of and respect for public institutions and services in England
- Promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation and respect for their own and other cultures
- Encourage respect for other people, democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- Promote pupils voice and choice and an understanding that the importance of their decisions.

Drugs Education

Drugs education will form part of the curriculum, included in PSHE.

Definitions:

Drug - a substance people take to change the way they feel, think or behave. The term drugs are used to refer to all drugs:

- Illegal drugs (those controlled by the Misuse of Drugs Act 1971)
- Legal drugs, including alcohol, tobacco and volatile substances all over-the-counter and prescription medicines

Drug use - drug taking, for example consuming alcohol, taking medication or using illegal drugs.
Drugs education - the planning and structuring of learning opportunities for pupils to develop their knowledge, skills and attitudes about all drugs and appreciate the benefits of a healthy lifestyle.

All drugs are not permitted to be used, bought, sold or otherwise obtained on the school and residential premises, including when pupils are taking part in off-site visits. These rules apply to staff working at and for the school.

This is with the exception of those pupils who need to take prescribed medicines. Please refer to NAS(AT) Children's services Medication Procedures SO-0347.

Drugs education plans will be tailored to individual need and individual level of understanding according to each pupil's level of ability and age.

Drugs education in our schools will:

- Enable pupils to make healthy, informed choices by increasing their knowledge, exploring their own and other people's attitudes and developing and practicing skills.
- Promote positive attitudes towards healthy lifestyles and keeping self-safe.
- Provide accurate information about legal and illegal substances.
- Increase understanding about the implications and possible consequences of use and misuse
- Encourage an understanding for those experiencing or likely to experience substance abuse.
- Widen understanding about related health and social issues, e.g. sex and sexuality, crime, HIV and AIDS.
- Seek to minimise the risk that users and potential users may face.
- Enable young people to identify sources of appropriate personal support.
- Seek to develop in all pupil the ability to reject anything that could be potentially harmful to their health, future prospects and to nurture respect for the law.
- Seek to prepare our pupils for the opportunities, responsibilities and experiences of adult life.
- Explain that there are special rules (laws) around supplying or possessing illegal substances, and why they exist.
- Describe some of the risks and possible consequences of drinking alcohol, smoking and other drugs on the body.
- Identify how misusing substances/alcohol might impact on relationships.
- Identify when, why and how to ask for help in relation to drugs and alcohol

Managing Incidents involving Drugs in school:

- Any substance misuse incident will be considered individually and a variety of responses will be necessary to deal with incidents. Schools, where appropriate may need to follow DFE (2018) Searching, Screening and Confiscate guidance. The school will consider very carefully the implications of any action it may take, seeking to balance the interests of the individual involved and the other school members and the local community. It is also important to give consideration to the cognitive abilities and level of understanding of the pupils involved.
- Safeguarding procedures should be followed as appropriate.
- Following an incident, the pupil or group of pupils will be provided with support and relevant learning programmes. Pupils should be provided access to help, including helplines. Some of these include:
  FRANK – Drugs.
  NHS Smoking Services – Tobacco.
  Drink line – Alcohol.

6. Roles and responsibilities

The responsibilities of the NAS(AT) Board of Trustees

- Ratify and regularly review this policy to ensure it conforms to relevant law and guidance.
- Ensure that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

The responsibilities of the Local Governing Body

- Ensure local procedures are in place to effectively implement this policy within the school.
- To keep themselves informed through regular meetings with staff and visits to the school.
- Monitor the effectiveness of the policy and advise of NAS Academies Trust board of any necessary amendments.
- Appointing a governor who will review the effectiveness of implementation and report back to the LGB on a regular basis.
- The NAS Academies Trust Directors are responsible for this policy while Local Governing Bodies (LGBs) will monitor its implementation in each school.
- To ensure that any issue that may be perceived as a potential reputational risk to the trading name of the NAS Academies Trust is referred to the board or NASAT.

The responsibilities of the Principal

- Ensure all relevant staff are aware of this policy, receive appropriate professional development and local procedures are followed.
- To ensure that the specialist curriculum facilitates the personal and social development of all pupils and underpins all aspects of the curriculum through a whole school approach.
- To ensure all staff have the appropriate training to enable them to understand and implement this policy and its procedures.
- To inform parents of this policy, curriculum content and their right to withdraw their child from Sex education.
- To engage outside agencies to support the teaching PHSE in the school
- To ensure pupils and parents contribute to the development of individual PHSE programmes.

The responsibilities of the Personal & Social Development Coordinator / subject teacher

- To support and monitor the implementation and development of this policy and the PHSE curriculum throughout the school.
- Be responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- To ensure that adequate assessment procedures for tracking pupil progress in this area are in place.
- To coordinate staff training for personal & social development
- To manage any allocated curriculum budget, procuring appropriate resources.
- Work with the Clinical team and other teachers within the school to track non-academic progress over time at individual and whole school level.

The responsibilities of Staff

- All staff are required to understand the importance of personal & social development for young people we support and should feel confident in delivering all aspects of the personal & social development curriculum.
- To provide a safe and secure environment where pupils feel able to discuss personal issues.
- To carry out individual and group teaching and report on progress.
- To work with external professionals in the development and delivery of personal & social development teaching.

The responsibilities of Parents and Carers

- To work in close partnership with the school and their child to address key issues relating to personal & social development.

7. Evaluation of Policy

This policy will be reviewed on an annual basis for its effectiveness and to ensure it takes account of current legislation.

The delivery of PSHE will be monitored by the school's leadership team and by the Director of Education and Children's services who in turn will inform the policy lead about any required changes to policy.

8. The legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2021) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- The Education (Independent School Standards) Regulations 2014
- Promoting fundamental British values through SMSC DFE 2014
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils Departmental advice for independent schools, academies and free schools DFE (2103)
- SMSC requirements for Independent schools 2013 and supplementary information 2014
- DFE and ACPO (2012) Drug advice for schools
- Equality Act 2010
- DfE (2013) Screening, Searching and Confiscation – Schools' Guidance
- DfE (2015) National curriculum in England: science programmes of study'
- DFE (2018) Searching, Screening and Confiscation
- Ofsted (2005) Drugs Education in schools.

9. Equality Impact Assessment

In application of this policy we strive to make the personal & social development curriculum relevant and accessible to all pupils regardless of age, culture, disability, gender, sexual orientation, religion or social class. The resources we use reflect the multicultural society in which we live. Teaching approaches and resources will enable all pupils to have equal opportunities to participate in the PHSE curriculum regardless of their culture, gender or religion.

Content must be taught sensitively and inclusively with respect to the backgrounds of parents and pupils. We will not re-enforce stereotypes and

will challenge prejudice

The school understands that pupils with Autism are entitled to learn about PSHE including Drugs education, and the curriculum will be designed to be inclusive of all pupils.

The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their Autism and teachers will understand that they may need to liaise with other members of the transdisciplinary team and be more explicit and adapt their planning or work to appropriately deliver the curriculum.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

10. Related Policies

QOL Framework Policy SO-0109
Safeguarding Children (Child Protection) Policy SO-0189
Relationships and Sex Education Policy SO-0133
Online safety policy SO-0106
NAS (AT Positive Behaviour Support in Schools and Services SO-0029
NAS(AT) Supporting Behaviour in Schools SO-0030
NAS(AT) Children's services Medication Procedures SO-0347
Alcohol, Drugs & Solvent Abuse Policy SO-0009
Schools Local policies for Teaching and Learning, British Values, SMSC.

11. Definitions

PSHE – Personal, social, health and economic education
RSE- Relationships and Sex education
SMSC – Social, moral, spiritual and cultural development
NAS (AT) refers to National Autistic Society Independent schools and National Autistic Society Academy Trust free schools.
LGB – Local Governing body