



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

BASKERVILLE SCHOOL

PSHCE POLICY

Date reviewed: November 2017
Next review: November 2018

BASKERVILLE SCHOOL, FELLOWS LANE, HARBORNE, BIRMINGHAM, B17 9TS

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VISION STATEMENT

We will ensure the entitlement of each student to access a variety of opportunities to promote academic, social, emotional and physical development.

We will use autistic specific, empathetic approaches and an autistic sympathetic learning environment to promote student learning and personal development.

We will provide choices and challenges in order to maximise potential and build upon strengths and interests.

All the members of the school community are valued equally and work in partnership with parents, carers and the wider community.

We will work within a supportive school framework to promote and celebrate individual success, integration into the wider community and prepare students for life after school.

INTRODUCTION AND RATIONALE

Description of the School and its Students

Baskerville is a weekly residential/day school accommodating students who have been diagnosed as within the autistic spectrum. The student range in age from 11 – 19 years.

Autism is a complex, lifelong disability that affects the development of communication, social and life skills. It affects four times as many males as females and this fact is reflected in the make-up of the pupil population at Baskerville School. Our students come from a wide range of social, religious and ethnic backgrounds.

The Purpose of PSHCE Education

PSHCE is the intentional promotion of the personal development of students, including health and wellbeing. It should enable students as far as possible to consider their own attitudes and values, and those of others. It should enhance self-esteem and develop students' informed decision making skills.

Introduction

At Baskerville School, we believe that PSHCE is a responsibility to be shared with parents, carers and the wider community.

We consider PSHCE to be extremely important and as such, each student receives at least two lessons per week. PSHCE is also important on a cross-curricular basis, through all subjects and within the whole school environment. Students also have a 15 minute tutorial period at the end of each day and 45 minutes on a Friday.

Aims and Objective

- To raise the awareness of PSHCE with parents, staff, governors and students.
- To create a caring and health promoting school environment, reflecting our school ethos.
- To help students develop lively enquiring minds and to apply themselves to tasks to the best of their abilities.
- To encourage a respect for others, an understanding of and a tolerance towards the various races, religions and cultures present in our society.
- To raise students' feelings of self-esteem, self-confidence and self-worth.
- To create an appropriate learning environment in which students can develop an understanding of PSHCE enabling them to become responsible individuals within our school and within the wider community.
- To provide students with the necessary skills to become as confident, healthy and active as they can be.

Methods of Teaching

PSHCE will consist of the 'taught' curriculum where a designated PSHCE session is timetabled for at least two lessons per week. The planning of the programme to be delivered will be needs led in accordance with OFSTED guidelines.

There will also be 'informal' curriculum which relies on the following:

- Our school values and ethos
- The relationship between staff and students
- Links with parents and carers
- Links with the community/colleges/work placements
- Assemblies
- Use of outside visitors
- Our school council

KEY STAGE INFORMATION

Key Stage 3 modules will:

- Help new students adjust to and become part of their new school

- Provide information to enable pupils to understand the changes that are happening in their bodies (See Sex and Relationship Education Policy) and to keep themselves healthy and safe
- Give students opportunities to practice socially acceptable behaviour both in school and the wider community

Yellow and purple pathway students will follow the ASDAN New Horizons programme of work.

Green and red pathway students will follow the ASDAN Key Steps Award programme of work.

Key Stage 4 modules will:

- Build on previous experience, revisiting topics within a spiral model of delivery
- Prepare Year 11 pupils for their transition into Post 16
- Acknowledge their status as young adults

Yellow pathway students will follow the ASDAN Personal Progress Curriculum programme of work.

Purple, green and red pathway students will follow the ASDAN PSHE Short course

Key stage 5 modules will:

- Build on previous experience, revisiting topics and completing accreditation
- Prepare students for life beyond post 16
- Acknowledge their status as maturing adults

Key Stage 5 @ Baskerville

Students in Post-16 will complete Open Awards units for Independent Living and Skills for Further Life and Living courses. Each student will complete units at the level that is appropriate to their pathway from Entry 1 to Level 1.

Key Stage 5 @ Bournville

Students at Bournville College follow a wide range of PSHCE suited to their particular pathways. Each student follows a curriculum that is chosen to meet their career pathway, but all students will be taught some PSHCE through one or more of the following courses delivered throughout the year

- Personal and social development
- PSHE short course
- Personal Life Skills
- Life Skills
- Employability
- Work skills
- CPD

Monitoring, Recording and Evaluating

- The PSHCE co-ordinator, the Head Teacher and staff delivering PSHCE will undertake on-going informal evaluation of the programme
- The students' knowledge will be assessed informally and formally within the criteria of PSHCE. It is clearly more difficult to assess attitude changes. However formal and informal observations will be used to monitor these
- Yearly comments on PSHCE will be included on pupil reports

Staff Training

It is recognised that specialist training is essential in order to teach some aspects of the PSHCE curriculum, where appropriate and available this training will be provided.

All school staff will be made aware of the opportunities for training by the Head Teacher.

Equal Opportunities

The school is committed to working towards equality of opportunities for all students regardless of their gender, race, disability and social background. These issues will be examined frequently as part of the programme, and also dealt with as the need arises.

B Ffrench
November 2017