



CITY OF BIRMINGHAM EDUCATION DEPARTMENT

## **BASKERVILLE SCHOOL**

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# **PSHCE POLICY**

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Date reviewed: January 2016  
Next review: January 2017

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

TELEPHONE: 0121 427 3191  
FAX: 0121 428 2204

## **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 Birmingham and surrounding counties and have a wide range of social, religious and ethnic backgrounds.

Autism affects students on all levels of intellectual ability from profound handicap to those of above average intelligence. This fact is also reflected within our pupil population.

### **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 one lesson per week. PSHCE is also important on a cross-curricular basis, through all subjects and within the whole school environment. Students also have a 30 minute tutorial period at the end of each day.

## **AIMS AND OBJECTIVES**

- 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 one lesson 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
- Out of hours learning and after school clubs

## **KEY STAGE INFORMATION**

### **At 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

### **Key Stage 3**

YEAR	AUTUMN TERM	SPRING TERM	SUMMER TERM
1	Tutorials x 5 PSHE x 2	Tutorials x 5 PSHE x 2	Tutorials x 5 PSHE x 2
	ASDAN : New Horizons: Personal  Key Step Awards: Enterprise	ASDAN : New Horizons: Relationships /SRE Key Step Awards: Values	ASDAN: New Horizons: Health  Key Step Awards: International
2	Tutorials x 5 PSHE x 2	Tutorials x 5 PSHE x 2	Tutorials x 5 PSHE x 2
	ASDAN : New Horizons: Citizenship Key Step Awards: Identity	ASDAN : New Horizons: Social skills Key Step Awards: Community	ASDAN: New Horizons: Personal Key Step Awards: Health
3	Tutorials x 5 PSHE x 2	Tutorials x 5 PSHE x 2	Tutorials x 5 PSHE x 2
	ASDAN : New Horizons: Relationships Key Step Awards :Environment	ASDAN : New Horizons: Health Living Key Step Awards: Citizenship	ASDAN: New Horizons: Citizenship Key Step Awards: Personal finance

### **At 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 FE
- Acknowledge their status as young adults

### **Key Stage 4**

YEAR	AUTUMN TERM	SPRING TERM	SUMMER TERM
1	Tutorials x 5 PSHE x 2	Tutorials x 5 PSHE x 2	Tutorials x 5 PSHE x 2
	ASDAN: Personal progress: Identity  AQA : PSHE <i>Action Planning(Goals)</i> <i>Drugs awareness</i>	ASDAN: Personal progress: Relationship  AQA : PSHE Emotional wellbeing Applying for jobs and courses	ASDAN: Personal progress: Citizenship  AQA : PSHE Personal finance <i>Personal safety</i>
2	Tutorials x 5 PSHE x 2	Tutorials x 5 PSHE x 2	Tutorials x 5 PSHE x 2
	ASDAN: Personal progress: Health  AQA : PSHE <i>Sex and relationships</i> <i>Making informed career choices</i>	ASDAN: Personal progress: Community  AQA : PSHE Being safe Healthy lifestyle	ASDAN: Personal progress: Finance/ Work related  AQA : PSHE First aid Behaviour in the workplace Relationships

### At Post 16 modules will:

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

### Key Stage 5 @ Baskerville

YEAR	AUTUMN TERM	SPRING TERM	SUMMER TERM
1	Tutorials x 5 PSHE x 3	Tutorials x 5 PSHE x 3	Tutorials x 5 PSHE x 3
	Open Awards Personal identity and Health units	Open Awards Relationship units	Open Awards Citizenship units
2	Tutorials x 5 PSHE x 3	Tutorials x 5 PSHE x 3	Tutorials x 5 PSHE x 3
	Open Awards Personal identity and Health units	Open Awards Community / Careers units	Open Awards Careers and work related units
3	Tutorials x 5 PSHE x 3	Tutorials x 5 PSHE x 3	Tutorials x 5 PSHE x 3
	Open Awards Personal and Health units	Open Awards Relationship units	Open Awards Citizenship units

### 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
- Personal Life Skills
- Life Skills
- Employability
- Workskills
- CPD

### MONITORING, RECORDING AND EVALUATING

- The PSHCE co-ordinator, the Head Teacher and staff delivering PSHCE will undertake an 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
- Levels will be recorded twice yearly

### 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  
January 2016