Pathways School

Personal Social Health and Economic Education Policy

Policy Monitoring

Date policy last reviewed: April 2026

Signed by:

Neil Jones	Headteacher	Date:	April 2026
Saima Ali	Chair of governors	Date:	April 2026

Date of next review: April 2027

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedure.

1. Introduction

Pathways School is founded on the basis that every learner is a unique individual who will achieve to their full potential when they are enabled to engage with a curriculum individually tailored to meet their needs. We focus upon sustainable progress and skill acquisition, while ensuring that learning remains relevant and engaging.

2. Links to other school policies and practices.

- Curriculum Policy
- Assessment Policy
- Teaching and Learning Policy
- Equality and Diversity Policy
- Relationships and Sex Education Policy

3. Aims

Pathways School aims to play our part in making life fundamentally better for autistic people, their families, and carers.

We achieve this by:

- Having Consistently high expectations and achievements for every individual.
- Ensuring high quality, inspirational and innovative teaching, and learning.
- Establishing and maintaining a safe, secure, caring, and enjoyable environment in which to work, learn, thrive, and grow towards independence.
- Ensuring that our curriculum is broad and balanced and personally tailored to each individual student, underpinned by accurate and wide-ranging assessment.
- Including well-structured opportunities to gain experience skills in an intensive way, and then generalising these into natural environments, developing and extending learning.
- Designing and delivering content that is relevant, functional, and interesting for the learner.
- Offering opportunities for students to be creative and adventurous in their learning.
- Providing situations where students gain first-hand experiences using a wide range of resources.
- Supporting essential therapeutic activities such as speech and language, physiotherapy, occupational therapy.
- Using strategies that minimise or alleviate sensory impairments, such as access to the sensory area and the provision of specialist equipment such as sound reducing systems.
- Collaboration with parents, professionals, and agencies, with the community and with the students themselves.

4. Curriculum

Pathways School Pathway2Independence curriculum has been devised to meet the needs of our students, aged 11-19 years. It has communication and interaction at its core. The curriculum is personalised to each individual student and is broad and balanced. We want to focus on raising standards, whilst ensuring that learning remains relevant and engaging.

Curriculum Practice will:

- Build positively on what students already know and what they can do.

- Include well-structured opportunities to learn skills in an intensive way, and then generalise these into natural environments, developing and extending learning.
- Be relevant, functional and interesting for the learner.
- Offer opportunities for the students to be creative and adventurous in their learning.
- Provide opportunities for first-hand experiences using a wide range of resources.

The school curriculum aims to provide opportunities for all students to learn and to achieve to their full potential.

The school curriculum aims to promote students' spiritual, moral, social and cultural development and prepare all students for the opportunities, responsibilities and experiences of life.

5. Personal, Social, Health and Economic Education

Personal, Social, Health and Economic Education (PSHE) is fundamental for students with Special Educational Needs and Disability (SEND) in understanding life as well as developing life skills and appropriate behaviour patterns.

The aim of PSHE at Pathways School is to teach skills that are necessary for independent living, diverse social experiences and a healthy, safe lifestyle. It enables students the chance to develop confidence, self-respect and to establish effective relationships with others. It provides them with the opportunity to develop an understanding of what is right or wrong and why. It also allows them to experience and respond to cultural and religious events and encourages students to celebrate differences. Students are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum.

The PSHE curriculum includes elements of Relationship and Sex Education (RSE) which are detailed further in the Pathways School RSE Policy.

At Pathways School PSHE is taught throughout the school day and also through other curriculum/subject areas. Students are encouraged to be independent within their daily school routine. Specific objectives are highlighted for each student within their individual education plan.

6. Skills learnt through PSHE

• Developing early learning skills

- Imitation skills

- Listening to others

- Participation in activities

• Developing confidence and responsibility and making the most of abilities

- Making choices

- Building Self-esteem

- Self-knowledge

- Learning to tolerate

• **Developing independent skills**

- Self-help skills

- Personal Hygiene

- Healthy lifestyles

- Body and gender awareness

- Awareness of Risk

• **Developing Social Skills and good relationships**

- Requesting attention

- Sharing

- Turn-taking

7. Teaching

The teaching of the PSHE curriculum is delivered in a variety of ways, is learner specific and dependent on developmental and chronological age, as well as skill ability.

Three teaching styles are used, Individual, Group and Incidental. Some learners may access the PSHE Curriculum through all three teaching styles, whereas for some learners it may be more appropriate for them to only access it through one or two of the teaching styles.

The following themes and topic areas run throughout the key stages:

- Keeping Healthy;
- Keeping Safe;
- 'About Me' (Self- awareness and expression);
- 'Me and others' (Developing relationships with people);
- Growing and Changing (Including puberty).

Progress through the topics is based on appropriateness for the individual students. Differentiated resources are used based on developmental and chronological age. For gender specific topic areas e.g. menstruation, masturbation, students are grouped together as females or males. Individual Lessons run alongside group lessons. All students have at least one individual PSHE related target. These targets will link directly to the framework in most instances. Targets for teaching are identified and selected from our assessment tools. All individual PSHE related targets are part of the students Individual Learning Plan (ILP) and are taught daily by the 1:1 tutor.

In order to ensure that the most functional and essential skills are being targeted for teaching on ILPs, Pathways School uses Dr. Pat McGreevy's Essential for Living (EFL) assessment. Skills are graded from most functional skills e.g. the skills we can't live without, to least functional skills. Least functional skills are still relevant to learn, however are not essential for living. Within this grading, skills are coded by the following 4 categories: must have skills; should have skills; good- to- have skills; nice-to-have skills. For each student, individual targets are identified from the most relevant hierarchy, and are selected from within the must-have skills first. Once the must-have skills are acquired, targets are selected from within the should have skills, leading to good-to-have and finally nice-to-have. Individual targets Individual targets are selected from one (or more) of the assessments listed below

and are placed on students' Individual Learning Plans (ILPs). Targets may be presented as early communication skills or self-help skills in certain cases.

Many of our students have additional learning difficulties which make these skills extremely hard to learn. Some parts of the Formal Curriculum Framework, such as those requiring abstract understanding or detailed explanations may be too demanding for students in our school.

For example:

- Those that require recognition of future time;
- Issues affecting society, such as gender stereotypes, gender, and domestic violence;
- People in other times;
- Understanding why and how rules are made;
- Some aspects of independence, for example crossing the road;
- Planning for transitions between settings;
- Understanding financial risk and reward;
- The criminal justice system, political rights, central government, parliamentary characteristics, and global community.

The statutory inclusion statement of the national curriculum requires staff to modify the programmes of study to give all students relevant and appropriately challenging work at each Key Stage. We teach knowledge, skills and understanding in ways that match and challenge each pupil's abilities and support their development as individuals in wider society.

We may modify the PSHE curriculum by:

• Using the non-statutory guidance as a resource and discussion point for providing a context for planning and learning which is appropriate to the age and needs of the students.

• Focusing on one aspect or a limited number of aspects of the age-related guidance and programmes of study.

• Maintaining, consolidating, reinforcing, and generalising previous learning, as well as introducing new skills, knowledge and understanding. School routines and activities: Students have opportunities to gain experience and practice many skills relevant to their PSHE through daily routines and activities within school. For example:

  - Lunchtimes provide opportunities to gain experience about eating a healthy range of food and interact with peers.
  - Break times provide opportunities to develop play skills, leisure skills and to interact with peers and adults.
  - Toilet routines provide an opportunity to teach a pupil about private versus public behaviour and interactions.

• Students are taught to play appropriately on the outdoor play equipment which includes bicycles, scooters, trampolines, climbing equipment, and balls with a view to them developing the skills and interests that they need to occupy their own leisure time independently and appropriately.

• Through activities such as horse-riding and trips to local allotments, students have opportunities to gain experience how to care for living things and the environment.

• Vocational placements and leisure placements provide planned opportunities for students to practice the social skills necessary for employment interests and pursuits.

• Assemblies and school events such as sports day also provide a forum for sharing achievements, developing a sense of self-worth, interacting with new or different people, engaging in mini-enterprise activities.

8. Assessment

Although Essential for Living (EFL) is the core assessment tool used to set PSHE targets, our Pathway2Independence curriculum forms the core of our assessment of progress in PSHE. We may also utilise the Assessment of Basic Language and Learning Skills – Revised (ABLLS- R), the Assessment of Functional Living Skills (AFLS) and the Verbal Behaviour Milestones Assessment Placement Program (VB-MAPP). These specialist assessments as well as The DfE Engagement Model can contribute to setting targets within a student's ILP as appropriate to the individual as well as assessing progress.

This policy should be read in conjunction with the Curriculum policy, the Social, Moral, Spiritual and Cultural policy, The Relationships and Sex Education Policy and the Teaching and Learning policy.