



Snowflake School

‘Improving the quality of family life’

Personal, Social, Health and Economic (PSHE) Education Policy

Contents

1. Intent.....	2
2. Statutory requirements.....	2
3. Content and delivery.....	2
4. Roles and responsibilities.....	4
5. Monitoring arrangements.....	5
6. Links with other policies.....	5
Revision	6

1. Intent

At Snowflake School, our Personal, Social, Health, and Economic (PSHE) curriculum is designed to support and empower our pupils to communicate and interact, form relationships, build confidence and independence so that they can make informed choices about how to lead lives that are healthy, safe and contribute responsibly to society as active citizens. We believe that PSHE plays a vital role in promoting the personal development and well-being of our students, enabling them to become confident, resilient, and responsible members of society. We value each individual and celebrate their unique abilities and differences. PSHE promotes the core values of respect, tolerance, empathy, and responsibility, fostering a culture of kindness, understanding, and inclusivity throughout our school community.

Aims:

- provide multiple learning opportunities for communication, interaction and language development.
- ensure learning remains relevant and engaging.
- ensure content is functional and in context for the learners.
- maintain high standards of teaching in structured ways following principles of ABA/VB.
- allow for generalization to the natural environment and real-life contexts.
- create opportunities for exploration and independent learning.
- create opportunities for pupils to reflect on their own values and attitudes.
- acknowledges and accommodates the diversity within our school.

2. Statutory requirements

Primary site: 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.

Secondary site: 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.

We must teach health education under the same statutory guidance.

Please refer to RSE policy.

3. Content and delivery

What we teach / Key areas covered:

1. Self-Awareness (Myself, my routine, my likes, dislikes, strengths and interests)

2. Self-care and Safety (Looking after myself, hygiene and care routines, privacy and touch, keeping safe in my environment, community safety, online safety)
3. Relationships (Family, Friends, Peers and the wider community, aspects of Relationships and Sex Education)
4. Healthy Lifestyles (Physical and mental health, personal hygiene and care routines, healthy eating, physical activity)
5. Expressing and Managing Emotions and Feelings (Identifying feelings, understanding feelings, self-regulation, impact on others and vice-versa, choices and behaviour)
6. Changing and Growing (human body, development, puberty, privacy and consent, responsibilities)
7. The World / Community I live in (Living confidently in the wider world, independence, finance, work experience, safety)

For each pathway:

Bulb:

Introduction to self-awareness and self-care, including recognising parts of the body, personal hygiene, grooming, and healthy eating.

Social skills development, including learning about personal boundaries, appropriate touch, and communication with peers and adults.

Branch:

Building on these concepts, further development of self-awareness and self-care, including personal safety, online safety and emergency procedures.

Social skills development, including learning about emotions, empathy, and friendship as well as people in the community.

Blossom:

Introduction to health education, including physical and mental health, puberty and healthy relationships.

Exploration of different families, relationships and communities, and learning about diversity and inclusion.

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.

Implementation:

PSHE is covered throughout the day and across various sessions and subjects, delivery is integrated into pupils' individual timetables. They access:

- Group lessons delivered by Teachers
- Topic circle time Daily Teachers / Class leads
- 1:1 Individualised learning and targets set in IEP daily Tutors
- Incidentally embedded in:

- Curriculum Concepts / skills will be embedded daily throughout the curriculum across all settings. Staff will identify opportunities to reinforce PSHE learning in other subject areas and promote its application in real-life contexts.
- Assemblies
- Whole school events /activities, community trips

Impact:

- develop effective communication skills to express their wants and needs.
- make informed choices and decisions regarding themselves, their health and well-being.
- develop a sense of self-awareness, self-esteem, and self-confidence.
- understand and respect themselves and others.
- establish and maintain healthy relationships.
- understand and manage their own emotions.
- understand and respect the feelings and opinions of others.
- feel supported in making effective transitions, positive learning, career choices and celebrate achievements.
- have an understanding of essential financial capability and economic awareness.
- recognize and manage risk in different contexts.
- develop critical thinking, problem-solving, and decision-making skills.
- equipped with essential knowledge, skills, and attitudes that will enable them to lead happy, healthy, and fulfilling lives.
- develop core skills to encourage and promote independence.

4. Roles and responsibilities

The head teacher will oversee the implementation of this across the school.

The PSHE lead is responsible and will ensure PSHE is taught consistently across the school.?

All Staff (tutors, supervisors, teachers, therapists) are responsible for:

Delivering PSHE in a sensitive way.

Modelling positive attitudes to PSHE.

Monitoring progress through Earwig.

Responding to the needs of individual pupils.

5. Monitoring arrangements

The delivery of PSHE is monitored through:

regular observations and feedback of 1:1 and group lessons by PSHE lead.

learning walks run by Senior Leadership Team.

use pupil feedback (school council and pupil questionnaires), pupil participation and self-evaluation.

tutor / supervisor / teacher confidence in delivering teaching materials ensure that staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity.

attendance and input from parents / carers at training sessions.

up to date health initiatives, resources and materials.

Evaluation and Review:

The PSHE curriculum will be regularly evaluated and reviewed to ensure its effectiveness in meeting the needs of our students. Feedback from audits completed by students, parents/carers, and staff will be considered, and adjustments will be made to the curriculum as necessary to ensure ongoing improvement and development.

Baseline assessments completed on our to ensure new learning is relevant.

Progress is recorded in the evidence log on Earwig and reported to parents.

Pupils are provided with opportunities to reflect on and assess their learning and recognize its relevance to their day to day lives.

Multidisciplinary team meeting discussions.

Pupils' participation, self-assessment and evaluations.

6. Links with other policies

To be read in conjunction with:

Quality of Education Policy

Pupil voice Policy

RSE Policy

Revision

Version Update	January 2025
Review due	January 2026
Reviewed By	Sumen Starr
Approved by Board of Trustees on	February 2025