



‘Improving the quality of family life’

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

Contents

1. Intent..... 2

 1.1 British Values and SMSC..... 2

2. Statutory requirements..... 3

3. Content and delivery..... 4

 Content 4

 Implementation: 5

 Impact: 6

4. Roles and responsibilities..... 6

 Headteacher..... 6

 PSHE Lead..... 6

 Staff 7

5. Monitoring arrangements..... 7

 Assessment and Impact Measurement..... 7

 Monitoring Delivery 7

 Evaluation and Review 7

6. Links with other policies..... 8

Revision 9

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.

1.1 British Values and SMSC

Promoting British Values and SMSC

The PSHE curriculum actively promotes Spiritual, Moral, Social and Cultural (SMSC) development and Fundamental British Values, adapted to pupils' developmental levels and communication needs. This includes:

- Democracy (pupil voice, choices, school council where appropriate)
- The Rule of Law (understanding rules, boundaries and safety)
- Individual Liberty (making safe choices and developing independence)
- Mutual Respect and Tolerance (respecting diversity, differences and inclusion)

Teaching reflects the diverse backgrounds, cultures, family structures and identities of our pupils in a respectful and inclusive manner.

2. Statutory requirements

Snowflake School delivers Personal, Social, Health and Economic (PSHE) education in accordance with the statutory duties set out in the Children and Social Work Act 2017 and the Department for Education statutory guidance for Relationships, Sex and Health Education (RSHE).

Primary provision:

The school teaches Relationships Education and Health Education in line with statutory guidance.

Secondary provision:

The school teaches Relationships and Sex Education (RSE) and Health Education in line with statutory guidance.

As an independent special school, Snowflake School also ensures that PSHE contributes to meeting the Independent School Standards (ISSR), particularly:

- Part 1: Quality of Education
- Part 2: Spiritual, Moral, Social and Cultural (SMSC) development
- Part 3: Welfare, Health and Safety

PSHE is delivered in conjunction with the school's RSE Policy, Safeguarding Policy, and Quality of Education framework to ensure a cohesive and compliant curriculum.

2.1 Safeguarding and Statutory Alignment

PSHE forms a central part of the school's safeguarding curriculum and is delivered in line with Keeping Children Safe in Education (KCSIE) and the school's Child Protection and Safeguarding Policy.

Through PSHE, pupils are explicitly taught:

- Personal safety and boundaries
- Consent and appropriate touch
- Online safety and digital awareness
- Recognising risk, exploitation, grooming and unsafe situations
- Public and private behaviours
- How to seek help and report concerns

As a specialist autism provision where all pupils have EHCPs, the school recognises that pupils may be at increased vulnerability to bullying, exploitation, coercion, grooming and misunderstanding of social and sexual boundaries. Teaching is therefore proactive, structured, developmentally appropriate and safeguarding-led, using evidence-based ABA/VB strategies and visual supports.

PSHE also supports the school's Prevent Duty by promoting critical thinking, online safety, respectful relationships and resilience to extremist influences in a developmentally appropriate manner for autistic learners.

2.2 Equality and Accessibility

In line with the Equality Act 2010, the SEND Code of Practice (2015) and the Independent School

Standards, the PSHE curriculum is fully inclusive and accessible to all pupils.

Teaching is adapted to meet individual needs, including:

- Cognitive profile
- Communication needs (e.g. AAC, PECS, signing)
- Sensory needs
- EHCP outcomes
- Developmental stage
- Safeguarding risk level

The curriculum reflects and respects diversity, including disability, neurodiversity, culture, faith, gender identity, family structure and personal background. Content is delivered in a manner that is inclusive, developmentally appropriate, trauma-informed and sensitive to pupils' lived experiences.

This ensures that all pupils can access PSHE in a meaningful, safe and functional way that promotes independence, wellbeing, personal development and preparation for adulthood.

3. Content and delivery

Content

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

Evidence-Based Specialist Delivery

PSHE is delivered using evidence-based ABA/VB strategies including modelling, prompting, reinforcement, visual supports, social stories, task analysis and generalisation across settings.

Learning is embedded through:

- Structured teaching sessions
- Natural Environment Teaching (NET)
- Community-based learning
- 1:1 and small group interventions

- Functional life skills teaching

Content is sequenced developmentally across Bulb, Branch and Blossom pathways to ensure clear progression in personal development, independence and safeguarding awareness.

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

Headteacher

The head teacher will:

- oversee the implementation of this across the school.
- ensure that PSHE supports the school's Prevent Duty by promoting critical thinking, online safety, respectful relationships, and resilience to extremist influences in a developmentally appropriate manner for autistic learners.

PSHE Lead

The PSHE lead is responsible and will ensure

- PSHE is taught consistently across the school.
- The PSHE curriculum remains in line with best practice

Staff

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

Assessment and Impact Measurement

Pupils' progress in PSHE is assessed through:

- Baseline and ongoing formative assessment
- EHCP outcome tracking
- Behaviour and safeguarding data analysis
- Communication and independence targets
- Evidence logs (Earwig)
- Multidisciplinary reviews

Assessment focuses on functional application of skills, generalisation across environments and increased independence, rather than solely academic outcomes.

Monitoring Delivery

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:

- RSE Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Quality of Education Policy
- SMSC and British Values Policy

PSHE works alongside RSE as part of the wider safeguarding and personal development curriculum and is central to preparation for adulthood for pupils with EHCPs.

Revision

Version Update	March 2026
Review due	March 2027
Reviewed By	Alison Murphy
Approved by Board of Trustees on	March 2026