

Syon Manor College guide to PSHE

Personal, social, health and economic education

Briefly

Planned curriculum PSHE is a taught subject, not a spare or informal mentor period.	Three-year cycle Themes are revisited with increasing depth from foundations to adult life.	Personalised The level of challenge is adapted to the student and the topic.	Progress evidenced Relevant learning is linked to PLGs, EHCP outcomes and EFL.
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What is PSHE at Syon Manor College?

PSHE helps students develop the knowledge and practical skills they need to stay safe, build healthy relationships, look after their wellbeing and become more independent. Teaching is age-respectful, autism-informed and linked to real adult life. Students learn through explicit teaching, modelling, rehearsal and practical application rather than discussion alone.

What students learn

Safeguarding and help-seeking Body privacy, safe and unsafe situations, trusted people, reporting concerns, exploitation awareness and safe ways to ask for help.	Online safety and digital wellbeing Personal information, passwords, cyberbullying, scams, image sharing, digital reputation, misinformation, device habits and screen balance.
Relationships and consent Friendship, personal space, boundaries, respect, consent, healthy and unhealthy relationships and, at the appropriate level, adult relationship safety, sex education	Travel and community safety Road and public transport safety, asking for help, route planning, delays, emergencies and building independence in the community.
Health and self-care Hygiene, emotions, regulation, sleep, food, movement, accessing health support, self-advocacy and safe routines.	Money, work and adult living Shopping and budgeting, scams and financial safety, employment rights, safe work, housing and other independent-living skills as students progress.

How the curriculum is organised

Year A Foundations and recognition	Year B Applying skills and making choices	Year C Adulthood, complex risk and leadership
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New students join the current year of the cycle rather than starting again at Year A. Staff check prior understanding and build in short recaps. Key safety areas - including safeguarding and help-seeking, online safety, mobile-device wellbeing and travel/community safety - are revisited regularly so that learning becomes more secure and transferable.

A personalised level of challenge

These are teaching pathways, not fixed labels or qualification levels. A student may work at different levels in different PSHE themes depending on communication, independence, safeguarding needs, functional understanding, EHCP outcomes and PLGs.

Teaching pathway	What this means for the student
Recognising and responding	For students who need more structured support: recognising safe responses, communicating needs, identifying trusted people and following supported routines.
Applying and choosing	Students apply rules in familiar situations, explain choices, solve predictable problems and use skills with decreasing support.
Analysing and managing	Students work with more complex adult situations, analyse risk and consequences, plan responses and transfer learning across settings.

How a typical session works

Prepare	Teach	Practise	Apply	Review
Visual agenda, regulation and key vocabulary	One clear concept or safety message	Scenarios, role-play or supported discussion	Use the learning in a practical or personal context	Record evidence, reflection and next step

How progress is recorded

Evidence for Learning (EFL) is used to record meaningful progress towards relevant PLGs and PSHE outcomes. Staff consider the student's independence and level of prompting, accuracy and consistency, and whether the skill can be used in different contexts. The college uses the progress descriptors Emerging, Developing, Secure and Mastery.

What parents and carers can expect

PSHE is planned around each student's needs and preparation for adulthood. Communication can include speech, writing, symbols, AAC, gestures, photographs or supported choice. Sensitive topics are taught carefully and students are not pressured to disclose personal experiences. Where a PSHE activity provides meaningful evidence, it can contribute to PLG reviews and wider progress discussions.