



## PSHE Policy

<b>Version Number</b>	1
<b>Next Review Date</b>	June 2027
<b>Related policies and guidance documents</b>	<a href="#">Independent school standards guidance April 2026</a> National Curriculum Framework DfE 2013 (2024 update) Relationships Education, RSE and Health Education 2025 Curriculum maps Multi-agency practice guidelines: Female Genital Mutilation (2014). Safeguarding/child protection policy Curriculum policy Antibullying policy Equal Opportunities policy E-safety policy
<b>Annexes and Supplementary Info</b>	
<b>Policy Owner</b>	Michelle McRae
Document History	
Date	Revisions
1/06/2026	Standalone policy created

## **1. Introduction**

This policy outlines how the school delivers Personal, Social, Health and Economic (PSHE) education. As an independent special school, we provide a highly personalised PSHE curriculum that supports pupils with a wide range of learning needs, communication profiles and sensory differences. PSHE is central to our safeguarding culture, our preparation for adulthood curriculum and our commitment to developing confident, safe and independent young people.

## **2. Statutory and Regulatory Compliance**

Our PSHE curriculum meets all relevant statutory and regulatory expectations for independent schools and aligns with national safeguarding requirements. Independent schools must provide PSHE education in its entirety in order to meet the Independent School Standards (ISS). Within this, they must comply with the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

This includes the DfE's 2019 statutory guidance, which remains in force until September 2026, and the updated RSHE statutory guidance published in July 2025, which becomes mandatory from 1 September 2026. The curriculum also aligns with Keeping Children Safe in Education (KCSIE 2025), the Equality Act 2010, the SEND Code of Practice (2015) and the Education Act 2002. Parents and carers may withdraw their child from non-statutory sex education only; they cannot withdraw from Relationships Education or Health Education.

## **3. Aims of PSHE**

The PSHE curriculum aims to develop pupils' self-awareness, communication, emotional regulation, independence and understanding of how to stay safe. It supports pupils to build healthy relationships, understand consent and personal boundaries, develop resilience and learn about physical and mental wellbeing. The curriculum prepares pupils for adulthood through community participation, life skills and financial awareness. All learning is inclusive, accessible and meaningful, regardless of communication or cognitive level.

## **4. Curriculum Pathways**

### **Pre-Formal Pathway**

Pupils following the pre-formal pathway access a sensory and experiential PSHE curriculum. Learning focuses on sensory exploration, early communication using AAC or objects of reference, emotional regulation and co-regulation, body awareness and recognition of basic needs. Pupils are supported to understand safe touch, personal space and trusted adults. Predictable routines and structured environments promote safety, wellbeing and engagement.

### **Semi-Formal Pathway**

Pupils on the semi-formal pathway develop functional communication skills and learn to express their needs and feelings. They explore emotions in themselves and others, build independence in self-care routines and develop early understanding of friendships, kindness and respectful interactions. They are introduced to consent and personal boundaries and learn how to stay safe in familiar environments, including online.

## Formal Pathway

Pupils working within the formal pathway access a structured PSHE curriculum that includes healthy lifestyles, puberty and body changes, relationships and personal safety, online safety and digital citizenship, economic wellbeing and basic financial literacy. They also develop skills for community participation, preparation for adulthood and emotional regulation.

## Curriculum Framework and Progression

The curriculum is informed by the PSHE Association Programme of Study, which provides clear learning opportunities for each key stage. This ensures full coverage of statutory RSHE content and includes Economic Wellbeing and Careers Education, which all schools are expected to deliver. Learning is sequenced, progressive and developmentally appropriate, with adaptations for pupils across all pathways. The framework supports accessibility for pupils with complex needs and aligns closely with safeguarding and preparation for adulthood.

The Programme of Study is organised into two main sections:

<u>Section</u>	<u>Description</u>
Relationships, Sex and Health Education	Covers all DfE statutory RSHE content
Economic Wellbeing and Careers Education	Supports preparation for adulthood and broader PSHE learning

Learning opportunities for each key stage are arranged under clear subheadings within each section to support coherence and clarity.

## Pupil Participation and Personal Development

Pupils are encouraged to take an active role in school and community life. They participate in assemblies, celebrations, charity events, fundraising activities, school council and themed community projects. These opportunities support the school's PRIDE values of Peace, Respect, Independence, Determination and Equality. Participation helps pupils develop communication, teamwork, confidence, responsible action and active citizenship. All opportunities are adapted to ensure accessibility for pupils with diverse communication and sensory needs, including those who use AAC or alternative communication methods.

## 5. Teaching and Learning

PSHE is taught through timetabled lessons, multi-sensory learning, role play, social stories, real-life scenarios, AAC and visual supports. Repetition, overlearning and structured routines are used to support understanding. Cross-curricular links are made with subjects such as NOCN, ASDAN, computing, PE, life skills and food technology. Community visits and practical experiences enhance learning, and some pupils receive 1:1 or small-group interventions. Teaching is trauma-informed, communication-rich and linked to EHCP outcomes.

## 6. Safeguarding and Child Protection

PSHE is a core safeguarding tool. Staff are trained to recognise signs of abuse, neglect or vulnerability and to understand how pupils with limited or non-verbal communication may

express distress. Pupils learn about safe and unsafe touch, personal boundaries, consent, trusted adults, communicating worries, online safety and community safety. Digital safety teaching aligns with KCSIE 2025.

## **7. Inclusion, Equality and Accessibility**

PSHE is accessible to all pupils through adaptations to developmental stage, communication method and sensory profile. Resources are diverse, representative and non-stereotyped. The curriculum is inclusive of gender identity, culture and family structure. AAC, symbols, sensory cues and alternative communication methods are used as needed, and therapists support access where appropriate.

## **8. Parental Engagement**

The school works in partnership with parents and carers by sharing curriculum information. Parents may withdraw their child from non-statutory sex education only.

## **9. Assessment and Monitoring**

Assessment in PSHE is ongoing and personalised. Staff assess pupils formatively during lessons and summative where appropriate, such as, qualifications delivered through ASDAN and NOCN. Personal, social and emotional development is assessed in the pre formal classrooms using the SEND assessment framework-Cherry gardens. The school uses the NEN Progression Framework to support assessment across the following Areas of Learning:

- Communication and Interaction
- Emotional Understanding and Self-Awareness
- Social Understanding and Relationships
- Learning and Engagement
- Sensory Processing and Integration
- Healthy Living
- Flexibility Information Processing and Understanding
- Independence and Community Participation

The framework enables staff to recognise small-step progress, identify emerging strengths and plan next steps. Evidence may include observations, AAC outputs, photographs, work samples, engagement profiles and real-life application. Monitoring includes learning walks, planning reviews, staff feedback and analysis of pupil engagement and progress.

## **10. Roles and Responsibilities**

The PSHE Lead oversees curriculum development, resources, training and monitoring. Teachers and support staff deliver personalised PSHE and follow safeguarding procedures. Therapists support communication, sensory and emotional access. The Senior Leadership Team ensures statutory compliance and resourcing.

## **11. Policy Review**

This policy is reviewed annually, or sooner if statutory guidance changes or school needs evolve.