

PSHE Policy

2025 - 2026

‘Because Children Deserve Better’

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Contents

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

1. PHSE intent

In PSHE, our learners' knowledge, skills and vocabulary progressively develop through structured and memorable experiences. Our intention is that when children leave Pivot, they will do so with the knowledge, understanding, emotions and **resilience** to be able to play an active, **positive** and successful role in today's diverse society. It promotes and reflects the **different** spiritual, moral, cultural, mental and physical developments of all our learners, preparing them for the opportunities, responsibilities and experiences for later life. Flexibility is built into the curriculum to allow staff to address topics from the statutory content which is pertinent to the changing cohort of learners in the provision; through this approach we hope to be responsive to learner need. Our learners need to know their rights and responsibilities and the laws which underpin these; this knowledge will help to safeguard them and those around them. It also identifies links to British Values and SMSC (Spiritual, Moral, Social and Cultural) development and is taught in such a way as to reflect the overall aims, values, and ethos of our provisions. Links are made with local agencies and accredited organisations to ensure a broad, informed and enriching curriculum in relation to RSE (Relationships and Sex Education). We encourage our learners to develop their sense of self-worth by playing a positive role in **collaborating** and contributing to Pivot life and, where possible, the wider community. ***Through this intent, our learners are encouraged to develop a passion for, and a commitment to the subject.***

2. Statutory requirements

PSHE education is compulsory in independent schools. Independent schools are required to teach PSHE education, which includes Health Education and Relationships Education (primary) and Relationships and Sex Education (secondary). The Health Education and Relationships Education (primary) and the secondary Relationships and Sex Education (RSE) aspects of PSHE education will be compulsory in all state schools from 2020. PSHE education is already compulsory in independent schools so Health Education won't be a 'new' requirement for them, though independents will be expected to draw on the statutory guidance for Health Education when planning their PSHE education (PSHE Association 2024).

3. Content and delivery

What we teach

EHCP outcomes and termly targets are integrated into PSHE planning and teaching to ensure that our curriculum meets the needs of our young people.

PSHE curriculum overview (primary and secondary curriculum pathways)

	Key Stage 2 (PSHE Association)	Y7	Y8	Y9	Y10/Y11	Y11
Autumn 1	Self-awareness	Welcome back/ Transition	Welcome back/ Transition	Welcome back/ Transition	Welcome back/ Transition	Welcome back/ Transition

Autumn 2	Self-care, Support and Safety	Relationships in our lives *Danielle	Relationships in our lives – leading into confrontations, how I see Myself *Danielle	Resilience <i>Significant exploration into ZoR strategies</i> *Danielle	EAE3: Environmental awareness	<i>The units are selected to suit interests and areas of development specific to each group of students. Students work towards the NCFE award/certificate in Personal Development</i>
Spring 1	Managing Feelings	Attitudes to mental health	Healthy choices, lifestyle balance	Promoting emotional wellbeing	CAE3: Community action	
Spring 2	Changing and Growing	Risks of alcohol, tobacco & other substances	Negative effects of alcohol on the body & mind	Pressures, puberty, contraception & consent	DLE3: Dealing with problems in daily life	
Summer 1	Healthy Lifestyles	Diet & exercise	Digital resilience	Eating disorders and unhealthy coping strategies	MLTE3: Making the most of leisure time	
Summer 2	The World I Live in	Transition & changes	Healthy & unhealthy coping strategies	Managing peer pressure in relation to illicit substances	Portfolio checks & workshops to complete outstanding work	

PSHE curriculum overview (Nurture and LINKs pathway)

PSHE is one of the key skills within our Nurture curriculum. We have identified the key PSHE objectives, including the statutory RSE objectives, that our young people need in order to prepare for, and succeed, in adulthood. These have been grouped into three steps. Because many of our young people have been out of education for significant periods of time, we teach PSHE within the context of the topic/theme linked to the interests of learners.

PSHE (this includes the RSE to be covered at each Key Stage)

Further detail can be found on the Primary PSHE LTP

- Identify things we are good at (strengths/talents)
- Describe the ways in which we are special and unique.
- Explain what it means to be hurt, unwell, uncomfortable or in pain
- Identify medication that can help people to keep well; give examples of when this might be used. Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine).
- Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them
- Explain why 'trust' is not the same as 'like' and examples of what is meant by trust
- Identify how we feel when we trust someone
- Identify some reasons for keeping personal information private
- Identify the difference between a 'surprise' and a 'secret'

- Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad
- Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened
- Give simple reasons why it is important to help keep ourselves physically safe
- Describe ways to help keep ourselves physically safe out of school, on the way to school and when out with family, carers or friends
- Explain how we know when we might need to ask for help
- Identify people at home, school and in other settings who are responsible for helping us keep physically safe
- Explain that our bodies belong to us and that we have a right to feel safe
- Recognise the need to respect other people's bodies and to ask for permission before we touch them
- Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it)
- Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment
- Explain how rules help us; rules we have in the classroom and at home
- Demonstrate simple ways of communicating our choices to others
- Identify some of the ways in which different adults who work in school contribute to school life
- Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate)

An example of PSHE objectives from Step 1: Nurture Key Skills Curriculum

Relationships and Sex Education (RSE) (taken from RSE policy 2023/24)

We teach RSE in the context of the school's aims, ethos and values framework promoting respect for self and others, responsibility for own actions as well as for family, friends, Pivot and community. Whilst RSE in our school means that we give children information about the way relationships develop and grow over time from childhood through to adult relationships, we do this with an awareness of the moral code and values which underpin all work in school. Pivot is also aware of the preparing for adulthood outcomes as set out in the SEND Code of Practice and ensures that RSE teaching is differentiated, personalised and delivered in an accessible way. RSE content is taught by teachers across identified curriculum strands (i.e. Physical Development and Wellbeing, Social and Emotional Development and Wellbeing, as well as Communication) and through a sequence of identified milestones. Since Relationships and Sex Education incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum, but through all aspects of Pivot life. Where appropriate, outside visitors and professionals may be invited to further enrich the RSE curriculum through direct classroom input.

RSE is set in the context of a wider whole-school approach to supporting learners to be safe, happy and prepared for life beyond Pivot. RSE also sits within the context of Pivot's broader philosophy and approach to developing learners socially, morally, spiritually and culturally and its pastoral care system. Relationship and Sex education is usually delivered in mixed gender groups, however there may be occasions where single gender groups are more appropriate and relevant. Teachers will set a group agreement with learners to ensure that an atmosphere is created where learners feel able to discuss concerns, feelings and relationships. It should be recognised that questions from learners will be addressed and dealt with in the most

appropriate manner and not disregarded. To support the delivery of RSE related outcomes a variety of teaching and learning styles may be used including videos, information sheets, pamphlets, textbooks, visual aids and models, games, role-play, accessing appropriate material on the internet and visits. Topics are presented using a variety of views and beliefs so that learners can form their own informed opinions but also respect others that may have different opinions. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of Pivot at any time they are working with learners.

As stated above, we are required to cover the content for relationships and sex education (RSE) as set out in the statutory guidance (linked to above). Our RSE policy provides details about what we teach, and how we decide on what to teach, in this subject. The RSE Policy can be found on our website ([Pivot Education Group - Specialist Independent Provisions](#))

How we teach it

Classrooms offer a safe base; we ensure that PSHE lessons happen consistently and with predictability. In all our curriculum pathways, PSHE is taught as a discrete lesson and applied in different contexts across the curriculum.

For our primary and secondary pathways, PSHE is a key subject within our golden thread and is one of our core subjects. All subject teachers know what is being covered in PSHE and plan to incorporate opportunities for learners to apply learning in their lessons. It is important that teachers know what is being covered so that they can provide opportunities for learners to talk, debate and reflect on these key life skills, across the curriculum.

Golden Thread that runs through the curriculum	Reading	PSHE	Zones of Regulation	Extended Writing	What Learners Must Know and Not Forget
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For our Nurture Pathway, our Golden Thread is PSHE (including RSE), Zones of Regulation and What Learners Must Know and Not Forget (reading, writing and maths), ensuring that our learners develop the crucial skills to be part of the community and for adulthood. PSHE forms part of our key skills and life skills which aim to prepare our young people for adulthood.

Where learners are working significantly below the skills identified in any of our POP curriculum. A bespoke curriculum can be built from our Primary curriculum model.			
Our POP Golden Thread			
Key Skills (English, Maths and PSHE)	Preparing for Adulthood: Life Skills	Century Online Learning	Zones of Regulation
We have identified the core skills learners that learners need to develop in English (reading, writing and SPaG) Maths and PSHE by the end of KS2, KS3 and KS4.	Our Curriculum Mapping identified opportunities for developing life skills, as part of the preparing for adulthood, across all areas of learning.	Century learning is used for diagnostic assessments and to support learners to develop gaps in learning and any barriers to learning. Century is also an excellent tool to use	Zones of Regulation teaches learners strategies for managing their own self-regulation.

<p>*please see the PSHE rationale for more information on the approach to RSE</p>		<p>to meet the individual needs of learners where they show natural flair or interest for a subject; potentially working towards gaining a qualification.</p>	
<p>Where learners are working above any of these areas, we use Our Pivot Curriculum planning documents and work collaboratively with subject specialists to build a curriculum to support learners to excel and achieve their high aspirations.</p>			

PSHE Association

The PSHE Association is an excellent resource that ensures we are covering the breadth of PSHE and RSE across our curriculum; and provide up to date resources on current issues within society. The PSHE Subscription offers a range of CPD events that support our staff to engage parents in PSHE and tackle tricky areas, such as ‘teaching consent to primary learners’.

Mixed age classes

Our learners are taught in small, mixed-age classes so that individual needs can be met and can be taught actual next steps to support progress. However, with PSHE and RSE, we are committed to teaching the skills that learners need both developmentally and age-related so that they are prepared for life beyond the classroom. We work closely with parents to ensure that we are teaching RSE content that is both age appropriate and that supports them to stay safe and secure in their community. Our formative assessments ensure that we track curriculum coverage and any gaps in PSHE learning are filled, as a priority.

As an example, there may be a learner who is in Year 6 and working at KS1 age-related stages across the curriculum. We would teach objectives appropriate to the learner in English and Maths, which would include KS1 objectives whilst still being aspirational to drop in opportunities for KS2 learning where appropriate. However, in PSHE the age appropriate KS2 RSE content would be covered and delivered in a way pertinent to the learner and not avoid any difficult conversation.

Responding to current life and community issues

We are committed to ensuring that our PSHE curriculum is robust enough to support our learners with the issues they face in life and within their community. Our PSHE team work closely with our safeguarding team to address current issues and respond to the individual needs of learners. The introduction of ‘Danielle’, a computer-based programme, to our KS3 curriculum, supports learners with their understanding and aids discussion around healthy relationships; it is cutting edge and demonstrates our commitment to tackling sensitive issues which are crucial for our learners now, and in the future.

Assessment

Progress in PSHE is assessed holistically. Ongoing formative assessments inform planning, teaching and interventions. Evidence from across the curriculum demonstrating how our young people apply PSHE learning in different contexts is valued in making these assessment judgements. Summative assessments are made termly and reported to parents. PSHE, as a

core subject, is included within Pupil Progress discussions.

The voice of our young people is valued; our approach of 'you said, we did' ensures that learners know that their views are valued and that their feedback is acted upon.

4. Roles and responsibilities

The Directors

The Directors will approve the PSHE policy and hold headteachers to account for its implementation.

The Headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

Teachers and LBMs

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Learners

Young people are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by Headteachers and those responsible for teaching and learning, including PSHE subject leaders (where applicable). Regular quality assurance of PSHE planning and PSHE teaching is incorporated into our QA Cycle.

6. Links with other policies

This policy links to the following policies and procedures:

- RSE Policy
- Curriculum Policy
- Assessment Policy