

PSHE Policy

2026 - 2027

‘Because Children Deserve Better’

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Policy number:	1:13 V3
Date:	September 2026
Next Review Date:	September 2027

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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, responding to learner need. Our young people are taught 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

Personal, Social, Health and Economic (PSHE) Education is a compulsory part of the curriculum in independent schools. Through our PSHE programme, learners receive age-appropriate teaching in Relationships Education in the foundations and primary pathways and Relationships and Sex Education (RSE) in the secondary, nurture and links pathways. While Health Education is not a separate statutory subject in independent schools, we have regard to the statutory Relationships, Sex and Health Education (RSHE) guidance when planning and delivering our PSHE curriculum. Our PSHE provision supports learners' personal development, wellbeing, and preparation for life in modern British society.

3. Content and delivery

What we teach

EHCP outcomes and personalised progressive targets are integrated into PSHE planning and teaching, ensuring that the curriculum meets the needs of our young people.

Overview of themes for each pathway

Foundations Pathway	Autumn	Spring	Summer
	Autumn 1	Spring 1	Summer 1
	Health and Wellbeing: Healthy Lifestyles Health and Wellbeing: Mental Health	Relationships: Families and Close Positive Relationships Relationships: Friendships	Living in the Wider World: Shared responsibilities Living in the Wider World: Communities

	Autumn 2	Spring 2	Summer 2
	Health and Wellbeing: Growing and Changing Health and Wellbeing: Keeping Safe Health and Wellbeing: Drugs, Alcohol and Tobacco	Relationships: Managing Hurtful Behaviour and Bullying Relationships: Safe Relationships Relationships: Respecting Self and Others	Living in the Wider World: Economic Wellbeing – Money Living in the Wider World: Economic Wellbeing – Aspiration, Work and Careers

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Primary Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Core theme: health and wellbeing Managing Feelings - Identifying and expressing feelings Healthy Lifestyles - Healthy Eating		Core theme: relationships Self-Awareness - Managing Strong Feelings Self-Awareness – Playing and Working Together Managing Feelings - Kind and Unkind Behaviours Rules and Law		Core theme: living in the wider world The World I Live In - Respecting Difference Between People Changing and Growing – Baby to Adult	
KS2 A	Core theme: health and wellbeing Self-Care, Support and Safety – Taking Care of Ourselves Self-Awareness – Things we are Good at Healthy Lifestyles – Keeping Well		Core theme: relationships Self-Care – Support and Safety, Trust Self-Care – Support and Safety, Keeping Safe Changing and Growing – Dealing with Touch		Core theme: living in the wider world The World I Live In – Rules and Law The World I Live In – Keeping Safe Online The World I Live In – Jobs People Do	
KS2 B	Core theme: health and wellbeing Changes and Growing, Self-Awareness – Changes at Puberty Changes and Growing, Self-Awareness – Getting on with Others Healthy Lifestyle -		Core theme: relationships Self-Awareness, Changing and Growing – People who are Special to Us Self-Awareness, Changing and Growing – Different Types of Relationships Self-Awareness, The World I Live in – Things we are Good at Self-Awareness, The World I Live in – Respecting Differences		Core theme: living in the wider world The World I Live In, Self-Awareness – Belonging to a Community The World I Live In – Taking Care of the Environment The World I Live In - Money	

Secondary Pathway (including LINKS)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 A	Healthy Lifestyles	Positive Relationships and Values	Media Literacy and Digital Resilience	Legal Drugs and Alcohol	Puberty and Sexual Health	Choices and Pathways

KS3 B	Managing Personal Risks and Safety	Respectful Relationships and Consent	Learning Skills and Careers	Illegal Drugs	Contraception and Parenthood	Financial Choices
KS4 A	Healthy Related Decisions with Managing Risks and Personal Safety	Social Influences	Media Literacy and Digital Literacy	Healthy Lifestyle and Mental Wellbeing	Contraception, Parenthood and Relationship Values	Financial Choices
KS4 B	Alcohol, Tobacco and Legal Drugs	Healthy Relationships /Consent/ Danielle Programme (gender-based violence)	Learning Skills, Choices and Pathways	Sexual Health and Fertility	Forming and Maintaining Healthy Relationships	Employment Rights – Ready for Work and College

There is flexibility to use the Secondary pathway instead of the Nurture overview

Nurture Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 A	Transition (Managing Feelings)	Social Interactions/Anti-Bullying Week (Changing and Growing)	In the Home (The World I Live In)	General Health and Managing Needs (Healthy Lifestyles)	Keeping Safe in the Community (Self-Care, Support and Safety)	Learning Skills (Self-Awareness)
KS3 B	Mental Health and Wellbeing (Managing Feelings)	Puberty (Changing and Growing)	Keeping Safe Online (Self-Care, Support and Safety)	Diet (Healthy Lifestyles)	Learning Skills/Career Pathways (Self-Awareness)	Independent Travel Training (The World I Live In)
KS4 A	Learning Skills (Self-Awareness)	Body Image and Contraception (Changing and Growing)	Smoking, Drugs and Alcohol (Healthy Lifestyles)	Legal and Justice Systems (Managing Feelings)	Public and Private (Self-Care, Support and Safety)	Pathways to Employment (The World I Live In)
KS4 B	Mental Health and Wellbeing (Managing Feelings)	Relationships and Sex Education: Danielle Programme (gender-based violence) (Changing and Growing)	Managing my Money (The World I Live In)	Keeping Safe Online (Selfcare, Support and Safety)	Living Arrangements and Independent Travel (The World I Live In)	Transition

Please refer to the Relationship and Sex Education (RSE) policy for information on how RSE is taught.

Teaching approach

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.

Many of our learners are taught in small, mixed-age classes so that individual needs can be met. 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; 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.

Zones of Regulation support our PSHE implementation and is embedded within daily routines and interactions with learners. Teachers have the flexibility to use a bespoke Zones of Regulation Long Term Plan, which complements and enhances our PSHE curriculum, in addition to building it into the wider curriculum. This is adopted on a needs-based approach.

PSHE is a key subject within our golden thread and is one of our core subjects. All subject teachers know what is being taught in PSHE and plan to incorporate opportunities for learners to apply this learning in their lessons. Learners are given opportunities to talk, debate and reflect on these key PSHE life skills, across the curriculum.

Golden Thread	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 that learners need to develop in English (reading, writing and	Our Curriculum Mapping identified opportunities for developing life skills, as part of	Century learning is used for diagnostic assessments and to support learners to develop gaps in	Zones of Regulation teaches learners strategies for managing their own self-regulation.

SPaG) Maths and PSHE by the end of KS2, KS3 and KS4. *please see the PSHE rationale for more information on the approach to RSE	preparation for adulthood, across all areas of learning.	learning and any barriers to learning. Century is also an excellent tool to use to meet the individual needs of learners where they show natural flair or interest for a subject; potentially working towards gaining a qualification.	
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.			

PSHE Association

The PSHE Association ensures we are covering the breadth of PSHE and RSE across our curriculum and provides up to date resources on current issues within society. The PSHE Subscription offers a range of CPD events that support our staff with engaging parents in PSHE and tackling sensitive areas, such as 'teaching consent to primary learners'. We encourage teaching teams to use these resources with learners and families.

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 demonstrates our commitment to tackling these 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, demonstrate how our young people apply PSHE learning in different contexts is taken into consideration when making 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.

Teaching teams

Teaching teams are responsible for:

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

Learners

Young people are expected to engage fully in PSHE and, when discussing issues related to PSHE, treating 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