



## PSHE Policy

<b>Reviewed by:</b>	Steve Broderick, Principal
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<b>Approved by:</b>	Tracey Storey, CEO

## **Aims of PSHE**

PSHE makes a significant contribution to the promotion of young people's personal and social development, enables them to know how to stay safe and healthy and teaches them how to manage their academic, personal, and social lives in a positive way. Through the promotion of PSHE, skills are developed that our learners need for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise their emotions and to communicate positively in a range of different scenarios.

The PSHE curriculum will support the 'Personal Development,' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to our Safeguarding, Equality and British Values duties.

## **Safeguarding and Responsibility**

PSHE work with learners' real-life experiences, and it is key that both staff and learners are protected in these lessons. A safe and supportive environment is created by the use of ground rules.

- Listen to each other (only one person talks at a time).
- Keep to time.
- Challenge the statement; not the individual making it.
- The 'right' not to answer questions.
- No personal questions to be asked by learners or tutors.
- If giving an example, make it anonymous.
- Everyone has a right to his or her own space.
- Right to privacy.

Many issues covered in PSHE are of a sensitive nature. The ground rules provide a safe working environment for both learners and staff. All staff at The Orchard receive safeguarding training.

Due to the nature of the topics covered in the PSHE education programme, all tutors are made aware of school's guidelines on confidentiality and disclosure and will consult with the Designated Safeguarding Lead if any disclosures are made.

## **Curriculum**

To ensure both progression and coverage of the statutory curriculum, we use the PSHE Association model. Delivery of PSHE is embedded within the wider curriculum but the primary timetabled subject areas are:

- PSHE
- Science
- People and the Community (RE)
- ICT
- Talkabout
- Human & Social

The aims of the PSHE curriculum are to cover the following aspects by developing necessary skills and attributes including self-esteem, resilience, risk management and teamwork:

- **Self-Awareness** (Me, who I am, my likes, dislikes, strengths, and interests)
- **Self-care, Support and Safety** (Looking after myself, and keeping safe; aspects of Relationships and Sex Education.)
- **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour, Relationships and Sex Education)
- **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
- **Healthy Lifestyles** (Being and keeping healthy, physically, and mentally)
- **The World I Live In** (Living confidently in the wider world, British Values, Democracy, Human Rights, Citizenship, Employability skills and career exploration/progression)

Our PSHE curriculum has undergone some changes since the release of the DfE's PSHE Framework in 2025. All outcomes stipulated in the framework (both primary and secondary) have been carefully mapped out to ensure full coverage of these areas within our rolling curriculum across multiple subjects. In readiness for September 2026, our PSHE curriculum maps and long-term plans will focus on the following key subject areas:

- Families
- Respectful Relationships, including Friendships
- Online and Media
- Being Safe
- Intimate and Sexual Relationships, including Sexual Health
- Mental Wellbeing
- Wellbeing Online
- Physical Health and Fitness
- Healthy Eating
- Drugs, Alcohol, Tobacco and Vaping
- Health Protection and Prevention, and Understanding the Healthcare System
- Personal Safety
- Basic First Aid
- Developing Bodies

In addition to the aforementioned curriculum content and coverage, we employ the services of a full-time therapist within the school to support one to one exploration of sensitive and personal issues where the need is identified.

### **Assessment**

Learners' skill and understanding will be assessed throughout the sessions using a variety of formative and summative assessment methods. Delivery of PSHE utilises a wide range of teaching and learning methods including debate, discussion, hands on practical activities, "expert" guest speakers and off-site visits, and is adapted by level through our Orchard Bronze – Platinum scheme. Summative assessment is captured within bespoke subject specific workbooks (including pre and post unit assessments), assessed by the tutor, and recorded on a progress tracker at their level using a RAG rating system to ensure that each learner accesses the broad curriculum offer at their level. Work produced in 'People and the Community' will be presented in a floor book in which staff and learners will have ownership of to capture learning, learner voice, and photographic evidence.

### **Roles and Responsibilities**

#### The Principal

It is the responsibility of the principal to ensure that PSHE is taught consistently across the school.

#### Staff

The staff of The Orchard are responsible for:

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

All learners at The Orchard have special educational needs and an EHCP. To make sure learners can access the learning in the classroom, resources will be adapted as appropriate to address the learning needs of children for them to have full access to the contents of the PSHE curriculum. In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the curriculum.

#### **Learners**

There is an expectation that all learners will fully engage in PSHE by following the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

#### **Parents**

All parents have access to the PSHE policy and are invited to give feedback directly to the school and participate in surveys and questionnaires as part of our consultation process.

## **Equality**

The Orchard promotes respect and value for each individual learner. The DfE Guidance 2019 (p.15) states, *“schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.”*

We will not treat learners with protected characteristics (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation) less favourably.

We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice.

## **Training and Monitoring Arrangements**

Staff receive continuing professional development as part of the PSHE curriculum. The principal will also invite visitors from outside the school, such as school nurses and local authority professionals to provide support and training. The delivery of PSHE Including RSE is monitored by the senior leadership team through curriculum planning and quality assurance processes.

## **Policy**

This policy should be read in conjunction with:

- Keeping Children Safe in Education 2025
- Equality Act 2010
- Children and Social Work Act (2017)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Safeguarding and Child Protection Policy
- Confidentiality Policy
- Anti-Bullying Policy
- PSHE Framework 2025