



# PSHE Policy

PSHE policy reviewed:

February 2024

## PSHE Policy

### Rationale and Ethos

This policy covers Woodlawn's approach to Personal, Social, Health and Economic Education. It was produced by the subject lead for PSHE in consultation with the students, governing body, senior leadership team, staff and families.

Our definition of 'PSHE' is as follows:

*'At Woodlawn, PSHE promotes the personal growth and emotional well-being of students, as well as developing their understanding of how to stay safe, healthy, happy and independent. It aims to help them to understand how they are developing as an individual and tackles many of the moral, social and cultural issues that are part of growing up. It introduces them to concepts of good citizenship, as well as introducing the principles of personal financial planning.'*

From September 2020, Relationship Education and Health Education in Primary and Relationship, Sex Education and Health Education (RSE) in Secondary is statutory and will be included as discrete lessons as part of the PSHE curriculum as well as across the wider curriculum.

All of the students at Woodlawn have SEND and, for this reason, our approach to PSHE must reflect the complex needs of each individual student. We believe that the successful development of personal, social and health aspects of each child, alongside their understanding of citizenship will support their ability to learn and prepare them to go on to live full and varied lives. Our aim is to support lifelong learning, independence and confidence.

### Roles and Responsibilities (Implementation)

The PSHE curriculum will be developed and overseen by the PSHE Lead, in conjunction with SLT, governors and in consultation with parents and carers. It will be implemented across all departments by class teachers, supported by teaching assistants and learning mentors, and enriched through visits by external agencies. The PSHE Lead will liaise with other subject leads to ensure full curriculum coverage across the school.

Opportunities to extend learning will be delivered through themed days, such as 'Jeans for Genes Day' and through whole school or department assemblies, where appropriate.

The PSHE subject lead will provide a strategic direction, ensuring that the school is fully compliant with its statutory requirements.. The subject lead will also develop a scheme of work, disseminate resources, and plan for CPD opportunities. Working with colleagues, the subject lead will monitor pupil progress through moderation of work, learning walks and supportive peer observations.

## **Legislation (Statutory regulations and guidance)**

As outlined above, *Relationship Education* and *Relationships and Sex Education* is compulsory in primary and secondary schools from September 2020. (See separate RSE policy for further information.)

This PSHE policy supports and is supported by the following documents:

- RSE policy
- Equality and Diversity policy
- Safeguarding policy

Documents that inform Woodlawn's policy include:

- Education Act (1996)
- SEND Code of Practice 0 - 25 (2014)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education - Statutory Safeguarding Guidance (2016)
- Children and Social Work Act (2017)
- Statutory Guidance for RSE (2019)
- North Tyneside Sex and Relationships Education Policy
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## **Curriculum Design**

Our PSHE offer is broad and enriching. It is taught as a discrete subject, as well as more generally across the curriculum. Statutory RSE elements are be incorporated into the PSHE curriculum and taught in a way which is appropriate and inclusive for our students.

The curriculum is based on a spiral model, and all new concepts will be introduced through building on previous learning.

### **Living in the Wider World**

#### **● Self-care, support and safety**

Children learn about how they can trust others and be trusted themselves. They learn about personal belongings and how to keep these safe. They learn how to stay safe online and consider what they can do if they feel threatened from online interactions.

#### **● The wider community**

Children find out about their own families, the school and wider communities, and how this relates their own lives and position in society. They find out about the people who can help them, including people in the emergency services. They learn about how to look after and care for both themselves and other living things around them. They also learn about money, its importance and how to plan finances.

## **Health and Well-being**

### **• Healthy Lifestyles**

Children learn about the importance of a balanced, healthy diet, regular physical exercise and sleep. They participate in regular practical activities which supports this learning. Children learn about their changing bodies and the implications of what these changes mean as they become young adults.

Children investigate the potential harms of drugs and alcohol. They also learn how to carry out basic first aid, and alert emergency services.

Children also learn about the importance of being mentally healthy. They explore strategies to help them to understand big emotions, and regulate their feelings. Thrive is used to support this learning at an individual, group and whole school level.

### **• Self-awareness**

Children learn about their place in the world and how to be a part of society. They will find out about the value of kindness and importance of inclusion, and explore ideas around being a valued member of their community.

## **Relationships**

### **• Changing and Growing**

Children learn about the importance of developing strong relationships within their family and in the wider community. They learn that relationships may be sexual and that there are ways that they can keep themselves safe within these relationships. They learn about how relationships can break down and what they can do if this happens.

### **• Managing Feelings**

Children learn about personal boundaries and safe touch, how to say no, unambiguously, and how to report situations that make them fearful or sad, quickly and safely. They learn how to cope with overwhelming feelings, and where to find support if they are being bullied or are isolated.

We also aim to address issues around British Values through including, as part of the PSHE curriculum, lessons around:

### **• The rule of law**

Children are taught about the importance of rules and laws, in a range of settings, from their own classroom to the wider community. They will learn that rules and laws are important in keeping us safe and protecting our rights.

### **• What it is to live in a democracy**

Children are given many opportunities for their voices to be heard. They will learn that they have a right to have an opinion and express it. School Council will affect change in school, and students will be invited to play a part in selecting councillors.

- **The concept of individual liberty**

Children are encouraged to make choices, knowing that they are in a safe and supportive environment. They are supported in understanding and exercising their rights and personal freedoms, and are advised how to do this safely.

- **The importance of mutual respect and tolerance of those with different faiths or beliefs**

This is a cornerstone of Woodlawn School's ethos. Children are encouraged to respect the views and contributions of others. They know that being respectful is imperative in both the school and wider community, and also understand that they can expect to receive the same respect in return.

They have opportunities to explore and find out more about how other people live, what they believe in and why, and to learn about the similarities and differences between their own lives and those of others.

### **Safeguarding**

All staff involved in the delivery of PSHE will understand that the nature of what is and what is not appropriate in a relationship can lead to disclosures of child protection issues. In the event of this happening, staff would follow Woodlawn School's safeguarding policy by reporting to the Designated Safeguarding Lead, or in her absence, one of the deputies.

External organisations visiting school to support the delivery of PSHE will be made aware of the very particular needs of the students, and signposted to this policy. They will be given a short induction by the DSL or PSHE lead. In general, they would be required to have an up-to-date DBS.

### **Engaging Stakeholders**

Woodlawn School will endeavour to work with parents, carers and other stakeholders to ensure that they are fully informed about curriculum content and delivery. Woodlawn School will continue to work with the nursing team to ensure that parents know and understand the content of the RSE curriculum, which forms part of our PSHE curriculum. (See separate RSE policy.)

### **Monitoring, reporting and evaluation (Impact)**

Teachers will reflect on their work through reviewing and adapting their planning according to the needs and ability of their students. Evidence will be captured through SeeSaw, some recorded work, and pupil voice. Teachers will use the school's assessment tool, BSquared, to measure progress in PSHE.

The contribution of external agencies will be monitored and evaluated through feedback forms, staff discussion and pupil voice.

### **Policy review date:**

July 025