



PSHE Policy

Reviewed by:	Henrietta Jordan, Schools Director
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Aims of PSHE

Brook School aims to teach Personal, Social and Health Education to our learners in an age appropriate, adaptive and developmentally appropriate way. 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 in order 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 offers an opportunity to 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 using 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 Brook School receive safeguarding training. Due to the nature of the topics covered in the PSHE education programmes, all staff 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's SEND model. Delivery of PSHE is embedded within the wider curriculum but the primary timetabled subject areas are:

- PSHE.
- Science.
- ICT.
- PE

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

- **Healthy Lifestyles** (Being and keeping healthy, physically, and mentally).
- **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).
- **Self-Awareness** (Me, who I am, my likes, dislikes, strengths, and interests)
- **The World I Live In** (Living confidently in the wider world, British Values, Democracy, Human Rights, Citizenship, Employability skills and career exploration/progression).

There are opportunities in KS4 to work towards accredited qualifications - Edexcel Pearson BTEC in Personal Growth and Well-being

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.

Roles and Responsibilities

The Principal

It is the responsibility of the principal to ensure that PSHE is taught consistently across the school. It is also their responsibility to manage any requests to withdraw learners from non-statutory components of RSE.

Staff

The staff are responsible for:

- The delivery of PSHE in a sensitive way making use of adaptive teaching methods to ensure all learners are personally supported in their learning.
- Modelling positive attitudes to PSHE and monitoring progress.
- Responding to the needs of individual learners.
- Responding appropriately to learners whose parents/carers wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching PSHE. Staff who have concerns about teaching PSHE are encouraged to discuss this with the principal. All learners have special educational needs and an EHCP. To make sure learners can access the learning in the classroom, teaching and resources will be adapted as appropriate to address the learning needs of children for them to have full access to the contents of the curriculum. In most cases, class teachers will 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 and follow 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 school 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 respect the right of learners, their families, and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

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/RSE 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 is monitored by the senior leadership team through curriculum planning and quality assurance processes.

Policy Review

This policy should be read in conjunction with the following:

- 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