



Policy for:

PSHE

Date Written: July 2020

Date Reviewed: March 2026

Next Review Date: March 2029

Governor Responsible for: Mr R Curry

Headteacher: Mrs Penny Derries

The Grove School

Personal, Social, Health and Economic Education Policy

Policy Context and Rationale

This policy covers our school's approach to the teaching and learning of Personal, Social, Health and Economic Education curriculum.

The Relationship and Sexual Health Policy is a sub-policy to this PHSE policy.

It was produced by Valerie Henry, Senior Teacher, in consultation with the Senior Leadership Team, class leads, Governors, parents/carers and other stakeholders.

Parents/carers and stakeholders are informed, via the school newsletter, that policies can be viewed on the school website.

The PHSE policy will be reviewed every three years.

Policy Availability

This PHSE policy document is available on the school website for parents, carers and other interested parties. A paper copy can be requested by contacting the school office on 01289 306390 or by email admin@thegrove.northumberland.sch.uk.

If you require a translated version or an adapted (e.g., larger font) or alternative format (e.g., spoken) then contact the school office on 01289 306390 or admin@thegrove.northumberland.sch.uk and arrangements will be made to provide an appropriate version of the policy.

Policy Aims and Objectives

The overall objective of the PHSE curriculum for our pupils is to prepare each young person over their school career, gradually and holistically, for leading a fulfilled, healthy and safe adult life after leaving school.

Our PHSE policy is underpinned by the values of our school, which state that we, as a school community -

- value learning with, from and on behalf of each other
- value flexible, creative and open thinking and approaches that are solution focused
- value and respect everyone equally whilst acknowledging individuality and diversity
- value, listen to and respect each other's opinions

- value and care about the environment and are actively involved in our community
- support, nurture and care for each other
- are kind, thoughtful and considerate to each other

These values contribute to our overarching ethos of our school as a happy, safe and supportive school where everyone is equally valued and nurtured to thrive.

PHSE learning is integrated and embedded throughout the school day and as such is a continuous and ongoing process for each learner. There is an element of PHSE learning in almost all the activities that pupils experience in their day.

PHSE learning also takes the form of distinct learning activities which are planned by class teachers/leads and form part of the weekly timetable of each class.

Creating a Safe and Supporting Learning Environment

This policy is informed by the school's 'Child Protection and Safeguarding' Policy. All policies can be accessed on the school website.

Each class group is supported by a Class Teacher and a team of Teaching Assistants. All staff play a role in providing support, care and encouragement to pupils.

We endeavour to create safe and supported learning environments in each classroom. We aim to establish a safe space for pupils to talk openly and share experiences with each other and with the adults in the classroom. Teaching staff work with pupils at the start to establish and agree clear 'ground rules' for discussions in the classroom. Teaching staff will work with pupils to develop their understanding of 'confidentiality' in a way which is appropriate to each learner. Staff will revisit the 'ground rules' and the meaning of 'confidentiality' regularly with the pupils to ensure familiarity and understanding.

The class teams are able to identify when particular learners may find a topic challenging or triggering, and can make appropriate adaptations to enable the pupil to feel safe and supported. Learning activities are differentiated to cater for the needs of the child, whether those be cognitive needs, mental health or emotional needs. Alternative spaces can be used for pupils who find it difficult to engage with particular topics in the classroom environment or in a group situation.

Any concerns regarding a child's health and wellbeing are raised through class team meetings (trialogues) and, if appropriate, at Senior Leadership Team Meetings and/or Safeguarding Meetings. Members of the child's multi-professional team may be consulted to provide their specialist input.

Responding to pupils' questions

Teachers and Teaching Assistants endeavour to answer pupils' questions as accurately and fully as possible during the learning activities. When a pupil's question raises potential safeguarding concerns, or if the adult requires more information to answer the question, then the adult will respond with a statement such as *'That is a really interesting question and I need time to think because I want to give you a proper answer.'* The adult will then raise the issue with the wider team and, if there is a concern regarding the pupil's safety, with a Designated Safeguarding Lead. This enables the adult to consult with colleagues and other knowledgeable professionals and formulate an accurate and appropriate response for the pupil concerned.

Pupils will be aware, through the sharing of the 'ground rules' that the adults in the classroom will do their best to answer any questions, but that in some cases they might need to talk to other adults first before providing them with an answer.

Alternative methods to asking questions verbally can be explored with pupils as part of the discussion around ground rules. For example, pupils who may want to write a question and post it in a 'question box' for the teacher to read and reply to on a one-to-one basis.

Confidentiality and handling disclosures

Safeguarding procedures (as outlined in the 'Child Protection and Safeguarding' Policy) are followed if a pupil discloses any information which indicates that they are at risk.

Teachers and Teaching Assistants are aware that effective PHSE education will enable young people to recognise and understand the difference between acceptable and unacceptable behaviour in relationships, and to identify relationships in their own lives which are not respectful, healthy or safe. Staff understand that PHSE learning activities can motivate a young person to make a disclosure of a child protection issue and know to follow the school's safeguarding protocol. All school staff are knowledgeable about the safeguarding protocol, which is on display on the Safeguarding Noticeboard.

Visitors and external agencies are expected to apply the same sensitive, contextualised approach as our staff.

Visitors to the classroom and safeguarding

When a guest is invited to class to contribute to the planned activity, the teacher will be in attendance at all times and will be the lead adult throughout the visit. The teaching assistants will provide support to pupils as directed by the class teacher. The activity provided by the guest should be part of a school or class theme, or contribute and enhance the learning and teaching of an ongoing series of activities planned by the teacher. The teacher will have met with the guest prior to the visit to discuss and/or plan the activity and to ensure that it is appropriate to the group of pupils involved.

The school staff will ensure that the school's safeguarding procedures are adhered to. Any guest invited to the classroom to contribute to PHSE learning should be made aware of the school's policy for dealing with safeguarding concerns and disclosures. In order that the guest and the pupils are aware of the 'ground rules' that have been agreed with the class group, the teacher will remind the pupils and adults in attendance of these before the guest begins the activity. These rules are in place in order that all the adults and children are aware that any concerns relating to a child's safety and welfare has to be shared with a Designated Safeguarding Lead.

Entitlement and Equality of Opportunity

We ensure our PHSE teaching and learning is inclusive and meets the needs of all our pupils, including all aspects of special educational needs and disabilities (SEND). Teaching takes into account the individual needs of pupils to ensure that all learners can experience success in their learning within the PHSE curriculum.

All our learners have EHCPs (Education Health and Care Plans) which outline their specific special educational needs and the support they are entitled to in order to make progress in their learning. All pupils have learning targets outlined in their Individual Education Plan, including targets for PHSE or PSD (Personal and Social Development). Pupils will have access to the specialist support (such as Speech and Language Therapy, Occupational Therapy, Visual Aids, Hearing Aids) which is listed in their EHCPs to enable them to access the PHSE curriculum.

We ensure that our PHSE curriculum (and wider curriculum) fosters and promotes diversity, equality and inclusion in relation to all identities, including gender, sexual, race, ethnicity, disability, religious and cultural.

The PHSE curriculum contributes to the aims of the school community. In relation to 'Entitlement and Equality of Opportunity' the relevant aims are –

- To provide the highest standards of teaching and learning through setting challenging educational experiences that recognise everyone's potential, develops from their needs and builds on their success
- To treat everyone with respect and dignity and to encourage a respect for the school environment and for the wider community. To provide a welcoming and supportive environment for everyone.
- To create and maintain an environment and approach to learning where there is equality of access and opportunity for all and where inclusion within our local community and beyond is prioritised.

Intended Outcomes

We support our learners to become as independent as they can be, providing them with the support that they need at each stage along their learning journey and school career. The intended long-term outcomes of our learners are-

- to develop skills in communication, choice-making and expressing their needs
- to develop an overall sense of wellbeing and resilience, including in physical and mental health
- to develop functional and independent living skills at a level appropriate to their abilities
- to fulfil their potential in life by engaging in the life of the community, whether that be through working life, further education or in a social care setting.
- to experience healthy and supportive relationships including friendships, family life and, for some, safe sexual relationships.
- to develop skills which can be applied in a variety of situations and contexts beyond the school environment

Learning and Teaching

To ensure that our PHSE curriculum meets the specific needs of our learners, we have used the 'PHSE Education Planning Framework for Pupils with SEND' (created by the PHSE Association, refer to appendix). During the period of March to September 2026, we will conduct an audit of our PHSE curriculum to ensure that it adheres to the Government's Statutory Guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (July 2025) (see Appendix)

We use the PHSE Planning Framework to ensure that our pupils are experiencing the full breadth of the curriculum and making progress in their learning in each area at a pace appropriate to their individual needs. The outcomes within this framework are integrated into our theme-based curriculum. Pupils are working towards targets which are individualised MAPP targets or 'I can...' statements (which describe knowledge and skills).

We recognise that our pupils have a wide range of learning needs in four areas - communication and interaction; cognition and learning; social emotional and mental health; sensory and physical needs. In order to cater for the specific and often complex needs of individual pupils, we identify the additional supports each learner requires to make progress in all aspects of PHSE. Learning activities are planned and differentiated to meet the needs of individuals, often within small group activities and at times on a 1:1 basis.

Our curriculum is based on the PHSE Association's SEND Framework which, in turn, links to the National Curriculum, and covers six areas –

1. **Self-awareness** (Me, who I am, my likes, dislikes, talents and interests)

2. **Self-care, support and safety** (Looking after myself and keeping safe) includes aspects of Relationships and sex education
3. **Relationships: Managing Feelings** (Understanding feelings and that how I feel and how others feel affects choices and behaviour) includes aspects of Relationships and sex education
4. **Relationships: Changing and Growing** (How I and others are changing; new opportunities and responsibilities) includes aspects of Relationships and sex education
5. **Healthy lifestyles** (Being and keeping healthy on the 'outside' and on the 'inside')
6. **The world I live in** (Living confidently in the wider world)

We approach the teaching and learning of PHSE in a variety of ways, including through –

1. Direct PHSE teaching activities which are timetabled as PHSE learning activities and incorporated into the weekly timetable for the class
2. Teaching activities of other subject areas which have links to PHSE content, including ASDAN courses
3. Participating in the everyday routines of the classroom and school which have links to PHSE learning (e.g., through turn taking, managing emotions, respecting others, personal hygiene, personal organisational skills)
4. Adults modelling behaviour to the children through their own actions and communication in everyday routines, interactions and relationships

All of these approaches are equally important to the child's developing understanding and skill in each aspect of the PHSE curriculum. There are elements of PHSE content in almost all subject areas, and in every aspect of a child's life in school, at home and in the community. Hence, PHSE is both a distinct subject area and the thread running through everything in the school day and beyond.

Teaching and Learning - planning and timetabling

The class teachers and class leads are responsible for incorporating PHSE activities into their weekly timetable and planning to ensure that pupils are experiencing appropriate PHSE-based activities on a regular basis.

The class teachers are responsible for planning and differentiating the learning activities, taking into account the specific needs of individual learners and identifying the additional support to enable the learner to participate. Specialist professionals are consulted when appropriate to identify the additional support and/or resources required to meet a child's learning needs.

Quality Assurance

The curriculum lead for PHSE is responsible for monitoring the quality of PHSE teaching and learning throughout the school. Monitoring is undertaken via learning walks, lesson observations and moderation throughout the school year.

Assessment and Tracking of Progress

The methods we use for assessing and tracking learning in progress in PHSE are those we use for other subject areas of our curriculum. The majority of assessment takes place through formative assessment, including - observation of the learner during direct and indirect PHSE activities, analysis of their classwork (verbal, written or otherwise), and observations during interactions throughout the pupil's day.

All pupils have PHSE targets, either in the form of 'I can...' statements (which describe their knowledge and skills) or in the form of individualised MAPP targets (which is based on the Engagement Model of Learning). The progress of pupils who have MAPP targets is tracked by observing developments in the learner's fluency, the levels of prompting needed, and their ability to generalise and maintain their skills.

For all pupils, assessment is a tool to enable the teacher to identify the appropriate next step in learning and plan activities to support the learner to reach their learning target. We operate a spiral curriculum which gives pupils opportunities to re-visit areas of learning in a variety of contexts in order to consolidate and deepen understanding. This process of re-visiting previous learning supports learners to fill gaps in their knowledge and develop confidence at that particular stage before moving on to the next step of their learning

The evidence of pupil's progress will be stored in the pupil's IEP folder, including annotated written work, art and design; photographs, video and teacher descriptions of pupil progress. A pupil's IEP will contain evidence of 'wider learning' which is not directly related to their specific learning targets within their IEP, but which provides further evidence of development of skills and understanding and reflects the positive progress the learner has made. Hence, the learner's IEP should reflect and celebrate all of the learning that a pupil has achieved throughout the year and by doing so will show the breadth of learning within the PHSE curriculum.

Staff training

Staff involved in the planning and delivery of PHSE activities are invited to identify any CPD training needs that would be of benefit to them and contribute to the quality of teaching and learning of PHSE. Similarly, staff are invited to identify any aspect of the curriculum that they feel would be enhanced by input from an external contributor. Teaching Assistants should first discuss any specific needs and/or requests with the class teacher. Class teachers should bring requests to SLT for consideration.

In-school PHSE training and up-dates will be organised by the curriculum lead, Valerie Henry, in consultation with SLT and will take place during Training Days and Twilight sessions as required. These sessions will be used, for example, to up-date staff of any developments, consult with staff regarding any policy changes, and to provide training in specific areas if appropriate. There will be opportunities for staff to share good practice. When appropriate and manageable within the training budget, external professionals will be invited to school to provide training and address any CPD needs of the staff team.

Links to other school policies and areas of the curriculum

This policy supports, and is supported by, the following school policies -

- Safeguarding Policy
- Anti-bullying Policy
- Confidentiality Policy
- Drug Policy
- Careers Policy
- E-Safety Policy
- Intimate Care Policy
- Sexual Health and Relationships Policy
- Equality Policy
- Visitors to School Policy
- Transgender Friendly School Policy
- Draft Policy for Race Equality and Cultural Diversity
- Spiritual, Moral, Social and Cultural Policy
- Assessment Policy
- Curriculum Policy

All policies can be accessed via the school website.

Communication with parents and other stakeholders

- **Parents**

This policy is available to view through the school's website.

Parents will be able to ask questions about their child's learning during parent-teacher meetings which are offered twice each school year. One of these will be the Annual Review of their child's EHCP, during which parents will have the opportunity to discuss their child's progress towards specific PHSE targets, as well as any other matters in connection with their education, well-being and progress.

The Relationships and Sexual Education Policy gives information relating to parents' rights to withdraw their child from the sex education strand. Please refer to the RSE policy for the full details. Parents will be informed of their rights in writing and at the Parent's Open Afternoon. Consent letters will be issued for parents to complete before any teaching and learning relating to sex education begins in class.

- **Governors**

The curriculum lead for PHSE will attend a Governors' meeting to inform the Governors of the PHSE and RSE policies and the implications of the policy for pupils, staff and the wider school community.

Governors are invited to take Learning Walks around school throughout the school year to observe learning and teaching, which will include PHSE activities.

- **Pupils**

The pupils in our school have a wide range of communication abilities and are supported to develop their ability to express their needs and views and to make choices. We aim to gather the views of our pupils, about their experiences at school, at a level appropriate to their skills and understanding. Pupils communicate their views in a variety of ways, including through verbal communication, writing, symbols and/or through behaviour, body language and vocalisations. By observing pupils' varied communication and levels of engagement, we are able to evaluate our curriculum and assess whether it is meeting the needs of the pupils. We endeavour to create a curriculum which is fully inclusive to individual needs. We aim to identify resources, aids and teaching and learning strategies which enable all pupils to engage in the PHSE curriculum.

Policy review date

This policy will be reviewed by the Curriculum Lead for RHSE/PHSE.

The policy will be due for review by March 2029.

The up-dated policy will be checked and approved by the Head Teacher, Penny Derries, and by the Governor responsible for safeguarding.

This will ensure that the school meets the new statutory requirements for PHSE and RSE from September 2026 and offers all of our pupils their entitlement to a curriculum that prepares them for life.