



The Wildings

PSHE

Education Policy

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Statement of intent

The Wildings curriculum is structured around the Wildings Tree, having Roots, Shoots and Fruits. The Roots and Shoots run through every aspect of our provision. This curriculum is deliberate in every aspect and aims to meet the Social, Emotional and Mental Health needs of the young people alongside helping them to recover and grow physically, mentally and academically.

- Our Roots focus on three areas, being safe, attending and building emotional maturity through Thrive.
- Our shoots build on this and focus on relationship with self, peers and adults, alongside emotional literacy.
- Our Fruits, that come after the roots and shoots are strong, are based around academic, physical and vocational recovery and growth.

At The Wildings, we are focused on our values, connection, equality, democracy and self-awareness. We are also focused on trauma recovery and helping to build resilience in our young people. Therefore the roots form the base for young people's growth and development. The Wildings believe that an effective PSHE education is fundamental to help our young people heal, grow and develop connections with themselves and others. These connections will help our young people to develop the skills they need to stay safe, make a positive contribution to their community and to lead a happy and fulfilling life. Our PSHE curriculum is strongly tied to our Relationships and Health Education (RSE). Our school will be one where everyone is encouraged and supported to achieve their personal best.

- Our school will be welcoming, inclusive, a real community feel and will be a place where everyone is valued.
- We will treat each other equitably, fairly, with kindness and with mutual respect. At all times, the school community is encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Colleagues will encourage young people, through modelling, to approach challenges with a 'can-do' attitude.
- The needs and interests of all young people, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our school.
- Everyone will be encouraged to share responsibility for looking after the school environment.
- Our culture will be one of continuous improvement, creativity and enthusiasm.
- Parents/carers will be informed about the policy via the school's website where it will be available to read and download.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE (2023) 'Keeping children safe in education' (KCSIE)
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2019) 'School and college security'

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- Relationships, RSE and Health Education Policy
- Child Protection and Safeguarding Policy

2. Key roles and responsibilities

2.1. The governing board has overall responsibility for the implementation of the school's PSHE Policy.

2.2. The governing board has overall responsibility for ensuring that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

2.3. The principal has overall responsibility for reviewing the PSHE Policy annually.

2.4. The principal has responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

2.5. All colleagues will be responsible for the day-to-day implementation and management of the PSHE Policy.

2.6. A colleague will be responsible for liaising with other colleagues and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.

2.7. The school will encourage consultation and feedback with parents/carers to ensure that the RSE education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.

2.8. The school will work with parents/carers throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from

sex education in line with the new RSE statutory guidelines (but not relationships or health education).

- 2.9. The school will ensure that young people will be encouraged to be involved in the creation of this policy through regular feedback, suggestions and/or class discussions and democratic meetings.

3. Intent, aims, implementation and impact of the PSHE curriculum

Intent:

At the Wildings, we have the ambition that every young person will leave school at, or above, age related expectations in all areas of the curriculum. We believe that this will enable them to lead happy, independent lives and be able to maintain positive relationships.

The PSHE/RSE/Citizenship/Careers curriculum promotes tolerance and understanding of others equipping young people with tools, skills and information to help keep themselves healthy and safe. It supports young people to be able develop healthy relationships, within school, at home and within wider society.

Our PSHE/RSE/Careers/Citizenship education can help prepare young people for the opportunities, responsibilities and experiences of adult life. It also allows us to promote the spiritual, moral, social, cultural, mental and physical development of our young people. Our PSHE curriculum is structured as follows:

- A spiral programme that builds on prior learning as young people progress through school.
- Topics are broken down into six areas: Self-awareness, Self-care, support and safety, Managing feelings, Changing and growing, Healthy lifestyles and The world I live in.
- The umbrella for PSHE sessions encompasses Relationship, Sex and Health Education (RSHE), Citizenship and Careers.
- PSHE association thematic model framework is used to check coverage of statutory requirements
- Flexible and fluid so as to meet the individual learning needs and requirements for each young person.
- Curriculum informed by: discussions and questionnaires with young people, DSL, Parent/Carers and other colleagues
- Updated with key information informed by DofE Relationships and sex education (RSE) and health education 2019 (last updated 2021) and KCSISE 2023
- 1:1 Personal, Social, Health and Economic (PSHE) sessions at least twice a week
- Space is given to revisit misconceptions and recap prior learning.
- Citizenship and Careers is also incorporated in the PSHE association planning
- Careers Development Institute (CDI) learning outcomes and the Citizenship national curriculum learning objectives are also included to enhance the planning.
- The Gatsby's eight benchmarks are used to audit the whole school's Careers provision.
- Healthy relationships are modelled by all colleagues at all times of the school day

- Spiritual, moral, social, cultural, mental and physical development of young people are promoted.
- British values are explicitly taught through the 1Decision World without Judgement unit of work.
- British Values are promoted through the school day by all colleagues by modelling and scaffolding in lessons, school meetings, breaks, lunchtime and enrichment.

3.1. Young people will be encouraged to learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.
- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect others' right to do the same.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Young persons' ability.
- Young persons' age.
- Young persons' current knowledge on and readiness to learn about the topic being covered.
- Young persons' cultural backgrounds.
- Young people with EAL.

- Young people's SEND or other needs.

4. Teaching methods and learning style

- 4.1. A range of teaching and learning styles will be used to teach PSHE.
- 4.2. Teaching will be young person-led with an emphasis on active learning techniques such as discussion, group work or 1:1.

Activities and learning resources are inclusive and take into account the different learning styles and SEND needs of our young people. We will ensure a safe, supportive and positive learning environment and young people will be encouraged to listen to each other and value each other's opinion even when they disagree with them.

- 4.3. Young people will learn research and study techniques and can engage in investigations and problem-solving activities.
- 4.4. All young people will be encouraged to take part in organising school events.
- 4.5. The school may use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real-life experiences, where appropriate. Young people will have the opportunity to express their views on prospective visitors through discussion and meetings. Speakers will be closely monitored by colleagues who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our school.
- 4.6. The school will consult with the local community and the communities of the young people on matters related to PSHE to ensure that local issues are covered in lessons.

5. Timetabling and cross-curricular involvement

- 5.1. Young people will have PSHE education lessons as well as PSHE underpinning the school community.
- 5.2. THRIVE will also be incorporated within the PSHE curriculum and will provide the base for young people to access PSHE education. Thrive assessments will identify disruptions in young people's social and emotional development. Specific repeated activities and strategies identified by the action plan will support reparation, personal growth and development in this area of development.
- 5.3. The school will also ensure effective cross-curricular learning through discussion with colleagues.
- 5.4. All colleagues will be working in a trauma informed way and will be working closely and contributing to PSHE education. The school will ensure that all colleagues work together to ensure that young people feel comfortable indicating that they may be vulnerable and at risk.

6. Safeguarding, reports of abuse and confidentiality

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by young people. In line with the school's Child Protection and Safeguarding Policy, all colleagues will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

There is an element of PSHE in pastoral care, so the school will ensure that the PSHE lead and the DSL work closely together to help young people feel comfortable indicating that they may be vulnerable and at risk.

PSHE lessons will encourage young people to discuss the issues raised in the lesson with a colleague if they wish to do so. Young people will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

Where beneficial, the DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum

7. Tailoring PSHE

- 7.1. The school will use discussions and other baseline activities during initial PSHE lessons to ascertain 'where young people are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect this and will be suitable for their educational pathway.
- 7.2. Teaching will consider the ability, age, readiness and cultural backgrounds of all young people and will be tailored accordingly.
- 7.3. Adaptations are made for those for whom English is a second language to ensure that all young people can fully access PSHE educational provision.
- 7.4. The PSHE curriculum design, planning, delivery and resources will be designed to meet the needs of our young people.
- 7.5. The school will deliver relationships, RSE and health education as part of its timetabled PSHE programme, having due regard to the school's Relationships, RSE and Health Education Policy.

8. PSHE subject overview

Term (Timings may change depending on a young person's needs)	Section	Key Stage 1 and 2	Key Stage 3 and 4
Autumn 1	Self-awareness	1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others	1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure
Autumn 2	Self-Care, Support and Safety	1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private	1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling
Spring 1	Managing Feelings	1. Identifying and expressing feelings 2. Managing strong feelings	1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic and sexual attraction
Spring 2	Changing and Growing	1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships	1. Puberty 2. Friendship 3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent and contraception 5. Long-term relationships/parenthood
Summer 1	Healthy Lifestyles	1. Healthy Eating 2. Taking care of physical health 3. Keeping well	1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco
Summer 2	The World I Live In	1. Respecting differences between people 2. Jobs people do 3. Rules and laws	1. Diversity/rights and responsibilities 2. Managing online information

		4. Taking care of the environment 5. Belonging to a community	3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances
<p>Young people in Key Stage 5 will continue to have PSHE/RSE sessions that are appropriate and relevant to their needs.</p> <p>Key Stage 5 topics include:</p> <p>Self-concept.</p> <p>Mental health and emotional wellbeing.</p> <p>Healthy lifestyles.</p> <p>Managing risk and personal safety.</p> <p>Sexual health.</p> <p>Drugs, alcohol and tobacco.</p> <p>Relationship values.</p> <p>Forming and maintaining respectful relationships.</p> <p>Consent.</p> <p>Contraception and parenthood.</p> <p>Bullying, abuse and discrimination.</p> <p>Choices and pathway.</p> <p>Work and career.</p> <p>Employment rights and responsibilities.</p> <p>Financial choices.</p> <p>Media literacy and digital resilience.</p>			

9. Assessment

- 9.1. The school will provide a strong curriculum that will build on knowledge young people have previously acquired, including from other subjects, with regular feedback on their progress.
- 9.2. Lessons will be planned to ensure young people of differing abilities, including the most able, are suitably challenged. Teaching is assessed, identifying young people may need extra support or intervention.
- 9.3. So that assessment is inclusive, our young peoples' knowledge and understanding will be assessed in a variety of ways. This will include quizzes, peer learning, role play, discussions and planned assessment activities in order to monitor progress.

Impact

We want to know if the young people can remember more and if they can do more.
The impact of our PSHE curriculum is that they:

- develop knowledge and strategies to support young people to make informed decisions. This will enable young people to keep themselves and others safe in the home, school and wider community

- develop positive and healthy relationships at home, school and the wider community
- be tolerant and inclusive, embracing diversity and overcoming barriers
- care for the environment
- positively contribute to society
- make goals for the future and achieve them
- be successful in their chosen career
- self-reflect, be confident and develop a higher self esteem
- keep themselves safe online, be respectful of others creating a positive digital footprint
- know where to go for help and support when they need it
- keep themselves healthy by eating a balanced diet, being active, good personal hygiene and caring for their mental health
- to live independently
- develop skills to become a good citizen
- develop skills for interviews and CV writing

Monitoring and review

- 9.4. This policy will be reviewed by the PSHE lead on an annual basis.
- 9.5. Any changes to this policy will be communicated to all colleagues and other interested parties.
- 9.6. The next scheduled review date for this policy is 09/04/25