

## Education & Children's Services: Local Procedure Template



<b>Local Procedure Title</b>	PSHE Policy
<b>Site</b>	<b>Ridgeway School</b>
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<b>Local Procedure Ratification</b>	Checked and Approved by: Gail Prince

### 1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Teach Learners how to keep themselves safe and healthy, and how to manage their academic, personal, and social lives in a positive way now and in the future,
- To support their own and others' wellbeing
- To support our vision where our learners will thrive with confidence, autonomy and compassion, empowered to contribute meaningfully to their communities.

We wish to expose our Learners to be confident in managing decisions, viewpoints, and work empathetically with others, to ensure positive and constructive communication skills.

Our learners will thrive with confidence, autonomy and compassion, having developed respect and consideration for other people, empowering them to contribute meaningfully to their community.

Our wider aim is that our Learners grow to become successful and happy adults who make a meaningful contribution to society, along with equipping our Learners to make responsible, balanced decisions for their future careers.

At Ridgeway School, our intention is to support our learners during their life journey to develop into self-assured, confident, happy, well-balanced and healthy young people. Our five school values foster and help our learners recognise the importance and value of:

- Courage
- Compassion
- Resilience
- Aspiration
- Dedication

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Our school values are implemented through the CCRAD value system in every aspect of our learner's school day. Through the CCRAD system, learner's achievements are identified and celebrated through these five areas.

### 2. Statutory Requirements

PSHE is a non-statutory subject; however, there are aspects of it we are required to teach.

#### Primary:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance.

#### Secondary:

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance.
- We must consider protected characteristics set out in [Equality Act 2010](#)

As part of our statutory responsibility under the Equality Act 2010, our PSHE education provision is designed to promote equality and inclusion for all learners and actively fosters respect for the nine protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and/or sexual orientation). We are committed to ensuring that every learner feels valued, respected, and safe within our school community.

In particular:

- We teach learners about the protected characteristics in an age-appropriate, inclusive, and respectful manner, embedded across our PSHE curriculum
- We challenge prejudice, discrimination and stereotyping through open discussion, critical thinking, and carefully chosen resources that reflect the diversity of modern Britain
- We ensure that all learners understand the importance of respecting differences, including differences in race, religion, gender identity, sexual orientation, disability, and family structure
- Our curriculum includes specific teaching on LGBTQ+ inclusion, anti-racism, disability awareness, and gender equality, in line with DfE statutory Relationships and Sex Education (RSE) guidance
- We take a whole-school approach to promoting equality and challenging discrimination, ensuring consistency between PSHE education, behaviour policies, and safeguarding practices
- We ensure our PSHE resources are inclusive and representative of different cultures, identities, and experiences

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- We actively involve pupils in discussions about equality, rights and responsibilities through PSHE lessons, assemblies and learner voice initiatives

This commitment underpins not only our PSHE provision but also our wider school ethos, supporting the development of confidence, tolerance and compassion, empowering our learners to contribute meaningfully to their communities with unconditional positive regard.

### 3. Content and delivery (Curriculum)

#### What our PSHE Curriculum Covers:

As stated above, we are required to cover the content for 'Relationships and Sex Education', and 'Health Education', as set out in the statutory guidance. We hold a separate policy for our 'Relationships and Sex Education' programme of study, along with further information on how the content and delivery of RSE is addressed at Ridgeway School.

At Ridgeway School, we feel it is essential that we offer an in-depth PSHE programme of study, which allows our Learners to gain the appropriate knowledge and understanding, which, we believe, will aid them in making responsible choices and demonstrate a clear understanding to their wider world, and for the future.

Our programme of study follows the *Thematic Model*, designed and support by the *PSHE Associate*. At Ridgeway School, we believe this model of coverage and delivery, provides our Learners with relevant and insightful topics, which will build on their understanding and confidence towards being a well-rounded member of the community.

Our curriculum map provides an academic breakdown on what topics we cover at Ridgeway School, how they are addressed is detailed below:

#### How we will Deliver our PSHE Curriculum:

- PSHE will be taught in timetabled lessons for 1 lesson a week, including Citizenship within KS4.
- Citizenship and BTEC personal growth and wellbeing will be taught to the KS4 Learners to offer a wider curriculum of PSHE.
- Learners can take part and engage in regular whole school charity events which have a focus of PSHE topics such as, *Mental Health Awareness Days, Cancer Research and Children in Need*.
- The curriculum will be created by the PSHE lead. It will be designed to suit the individual needs in the classrooms, which ensures they are inclusive, regardless of ability or special educational needs and /or disability. Lessons will be delivered by the teachers throughout. The PSHE lead will also be on hand to deliver any lessons that teachers should find difficult to teach for whatever personal beliefs or attitudes that affect them.
- Discussing and teaching about complex or sensitive issues safely is central to best practice in all PSHE teaching, as every topic in PSHE education has the potential to be sensitive for Learners. It is vital that in each case, Learners can have such discussions and engage in learning activities in a safe climate of trust, cooperation, and support. PSHE educators therefore have a key role to play in developing Learner's knowledge, skills, and confidence in approaching complex issues.
- PSHE sessions will be flexible and engaging. High quality resources will support the PSHE topic and will regularly be reviewed by the PSHE lead. A selection of resources such as books and

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film clips, will be used to support and promote understanding within a moral/values context and underpin the learning objectives

- Each lesson will require the Learners to complete a baseline assessment task at the beginning of the lesson. This could be in the form of a recap from the last lesson or to get an understanding of their current knowledge of the topic and to ensure learners have the correct knowledge.
- At the end of an academic year, learner's progress will be recorded via annual reports.

### **4. Roles and responsibility**

#### **The PSHE Lead**

The PSHE Lead will be responsible for producing this policy and overseeing the planning, delivery and assessments of PSHE across the school. The PSHE Lead will ensure the curriculum is kept up to date to maximize the impact of the subject across Ridgeway School. Continued professional development through CPD sessions with the relevant professional bodies, such as the PSHE Association, will help in ensuring the program of study is of the highest standard.

#### **The Headteacher/Assistant Head, SENDCo**

To support the PSHE Lead, leadership will be responsible for directing and liaising with the PSHE lead, to ensure that PSHE is taught consistently across the school. This includes supporting in monitoring the use of planning, delivery, and further opportunities within the programme of study.

#### **Teachers**

Teachers will deliver pre-planned PSHE lessons during their scheduled PSHE lessons, ensuring that evidence of the Learners' progress is reflected in verbal feedback, written work, or projects to obtain assessment progress. Class tutors may wish to use Learner conferencing as a means of assessing Learners' understanding, knowledge, and next steps.

Staff will be responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual Learners

#### **Learners**

Learners will be expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

#### **Parents and Carers**

Parents and Carers will remain fully informed regarding the content of the school's PSHE program. They will be encouraged to work alongside the school, giving relevant feedback on how they feel the PSHE program should be delivered or topics they wish to have covered.

### **5. Monitoring arrangements**

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The delivery of PSHE will be monitored by the PSHE lead through:

- Learning walks
- Book reviews
- Regular audits
- Learner conferencing

### **6. Delivery**

The school will ensure lessons provided are of an age-appropriate nature and relevant to the current climate of Learners. This will require an approach that is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief, or other life experiences. A diverse and differentiated curriculum will be essential for the Learners at Ridgeway school.

High quality resources such as SCARF will support our PSHE provision and will be regularly reviewed by the PSHE Lead. This involves resources specially tailored to meet the needs of our Learners.

Learners will be encouraged to reflect on their own learning and progress through class discussion, work activities, and feedback and recap sessions.

#### **Ready to learn:**

This programme will take a thematic approach to primary PSHE education, covering all three core themes of the programme of study over the academic year using the SCARF program. This approach will allow different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium-term planning.

#### **Aspire to Achieve:**

This programme will take a thematic approach to secondary PSHE education, covering all three core themes of the programme of study using the Sweet program. Content should be selected that ensures opportunities to develop knowledge, skills, and attributes, through a programme that is relevant and appropriate to the ethos of the school and the needs of our Learners.

#### **Core Themes:**

- Relationships
- Living in a wider world
- Health and wellbeing

### **7. Learner Questions**

Learners' questions will be answered by teachers honestly but not referring to personal experience. Answers will endeavor to reflect different sides of an argument if the topic is one of debate. Staff are to provide information and guidance but not instruction.

Learners will be encouraged to speak with their parents/carers regarding the conversation; although they may not wish to, therefore Ridgeway will provide the appropriate support and communication with parent/carers appropriately.

