

Aspris Children's Service

Local Procedure 62 PSHE

Aspris Ridgeway School

Aspris

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1 Intent

At Aspris Ridgeway School, Personal, Social, Health and Economic (PSHE) education is a core component of the curriculum and makes a significant contribution to pupils' personal development. It is designed to support pupils to develop the knowledge, skills and attributes they need to keep themselves safe, manage their wellbeing, form positive relationships and prepare for life beyond school.

PSHE supports pupils to understand themselves and others, to build positive and respectful relationships and to develop independence, confidence and resilience over time. This reflects the wider vision of Aspris Ridgeway School, where pupils are supported to become confident, courageous and compassionate individuals who can participate meaningfully in their communities.

The curriculum is driven by statutory Relationships Education, Relationships and Sex Education and Health Education expectations, by the Independent School Standards and by Ridgeway's curriculum vision for autistic learners. SCARF is used as the delivery model, but curriculum intent, safeguarding need, EHCP outcomes and preparation for adulthood determine how content is selected, adapted and taught.

Pupils are taught to understand equality, diversity and protected characteristics, to respect difference and to challenge discrimination. This supports a school culture where dignity, inclusion and respect are actively promoted through daily routines, curriculum teaching and pastoral support.

2 Statutory Requirements

PSHE is a non-statutory subject; however, Aspris Ridgeway School fulfils statutory requirements through the delivery of Relationships Education, Relationships and Sex Education (RSE) and Health Education. These elements are delivered in line with current DfE statutory guidance and are supported by the Relationships and Sex Education (RSE) Local Procedure.

PSHE forms part of a coherent safeguarding and personal development curriculum, ensuring that pupils develop an understanding of risk, personal safety, healthy relationships, consent, online safety and how to seek help. This is underpinned by the school's commitment to equality, inclusion and the promotion of protected characteristics in accordance with the Equality Act 2010.

The procedure also supports compliance with the Independent School Standards by contributing to the quality of education, pupils' spiritual, moral, social and cultural development, preparation for life in British society, safeguarding, welfare, equality and leadership oversight.

3 Implementation

Curriculum Design

PSHE at Aspris Ridgeway School is delivered through a whole-school approach that promotes personal development, wellbeing, safeguarding and preparation for adulthood. The curriculum is planned through the Coram SCARF programme, which provides a structured and progressive framework for Health and Wellbeing, Relationships and Living in the Wider World. These themes are sequenced and revisited so that pupils build knowledge, practise skills and apply learning in familiar and new contexts.

The curriculum aligns with the wider school curriculum, statutory guidance, best practice and the Independent School Standards. It promotes respect for other people, including those with protected characteristics, and supports pupils' spiritual,

moral, social and cultural development through explicit teaching of equality, diversity, inclusion, dignity and mutual respect.

Senior leaders and teachers select and adapt SCARF content in response to statutory requirements, school priorities, safeguarding themes and the needs of autistic learners. Learning is personalised according to pupils' starting points, communication profiles, sensory needs, emotional regulation, cognitive profile and EHCP outcomes. Where pupils require a more personalised pathway, learning may be adapted using the PSHE Association SEND planning framework, including self-awareness, self-care, support and safety, managing feelings, changing and growing, healthy lifestyles and the world we live in.

PSHE Policy Aim	SCARF Strand	Example Units	Curriculum Impact
Promote safety and safeguarding	Safety	Keeping Myself Safe	Pupils identify risks, understand consent and know how to seek support
Develop positive relationships	Friendship / Relationships	Me and My Relationships	Pupils develop communication, empathy and conflict resolution skills
Support wellbeing and health	Achievement / Feelings	Being My Best	Pupils develop physical and mental health awareness and self-care strategies
Build independence and resilience	Resilience	Growing and Changing	Pupils manage change, develop coping strategies and understand life stages
Promote equality and inclusion	Caring	Valuing Difference	Pupils understand diversity, respect others and challenge discrimination

Through Living in the Wider World, pupils develop age-appropriate understanding of financial literacy, economic wellbeing, enterprise, careers education and employability. Learning is linked to practical contexts such as using money, making choices, understanding work, accessing the community and developing independence, supporting communication, decision-making and self-advocacy for adulthood.

Careers education is delivered progressively and supports pupils to explore aspirations, understand pathways into employment and develop the skills required for future education, training and work.

Curriculum Delivery

PSHE is taught through timetabled lessons and reinforced through curriculum experiences, assemblies, enrichment, careers learning, educational visits, community engagement and everyday interactions. This ensures learning is meaningful, consistent and relevant to pupils' lived experiences.

Teaching is personalised, adaptive and accessible. Staff break learning into manageable steps through explicit teaching, modelling, visual and communication support, structured discussion, repetition, scaffolding and opportunities for real-life application.

Safeguarding is central to delivery. Pupils are taught to recognise risk, seek help, develop healthy relationships and stay safe across contexts, including consent, online safety, exploitation, grooming, fraud, scams and emerging online risks.

A safe, predictable and supportive environment enables pupils to engage with sensitive content appropriately and participate in discussion with increasing confidence, respect and understanding. Fundamental British Values are taught through practical examples of democracy, the rule of law, individual liberty, mutual respect and tolerance supplemented and reinforced through the Tutor Program.

Parents and carers are important partners in PSHE education. The school shares curriculum information and works with families to reinforce learning related to wellbeing, relationships, safety, independence and preparation for adulthood.

4 Roles and Responsibilities

The Senior Leadership Team is responsible for strategic oversight of PSHE, including curriculum design, implementation, monitoring and alignment with safeguarding, behaviour, personal development and statutory requirements.

- The Senior Leadership Team reviews curriculum sequencing, adaptation and assessment information to ensure that SCARF content remains relevant, ambitious and responsive to pupils' needs.
- Teachers deliver PSHE consistently, inclusively and sensitively, adapting teaching to individual needs and using ongoing assessment to monitor progress and inform future planning.
- Pupils are expected to engage positively with learning and demonstrate respect for others, while parents and carers are informed about the curriculum and supported to work in partnership with the school.

5 Impact

Assessment in PSHE is integral to teaching and learning and is used to inform planning and measure progress over time. Teachers use baseline activities, ongoing formative assessment, observation and pupils' responses to monitor understanding, confidence and application of learning.

The intended impact is that pupils can apply learning in meaningful ways, including recognising safe and unsafe situations, communicating needs, making informed choices, showing respect for others, participating in their community and developing the independence and resilience needed for adulthood.

6 Monitoring Arrangements

Senior leaders monitor the quality and impact of PSHE at least annually through lesson visits, learning walks, work review, curriculum review, pupil voice, parent feedback, assessment information and safeguarding trends.

Monitoring evaluates whether the curriculum is delivered consistently, whether teaching is effective, whether adaptations meet pupils' SEND needs and whether pupils are making progress against curriculum aims and EHCP outcomes. Leaders use findings to refine sequencing, strengthen staff support, respond to emerging risks and ensure provision remains effective, compliant and responsive to pupil need.

Staff delivering PSHE receive induction, safeguarding updates and ongoing professional development so that content is delivered accurately, safely and appropriately, including in relation to online safety, adaptive teaching and supporting autistic learners.

7 Links to Other Policies

This policy should be read in conjunction with:

- ARS ACS_LP_20_V04_Relationships_and_Sexual_Education
- ARS ACS_LP_31_V03_Curriculum
- ARS ACS_LP_32_V03_Teaching_and_Learning
- ARS ACS_LP_04_V04_Positive_Behaviour_Support
- AOP06_v11_Safeguarding_children_-_Education
- ARS ACS_LP_57_v03_Careers_Guidance

Contents Checklist (Local Services may add additional items – this is a core list)			
Reference the three core themes. - HEALTH AND WELLBEING - RELATIONSHIPS - LIVING IN THE WIDER WORLD And or PSHE association for SEND 1. Self-Awareness 2. Self-care, support and safety 3. Managing Feelings 4. Changing and Growing 5. Healthy Lifestyles 6. The world we live in		Reference how school implements guiding principles: Statutory compliance and best practice Whole school approach Inclusivity and accessibility Safeguarding Pupils centre learning Partnership with parents/ carers Respect and dignity	
Reference 'Respect for Other People', with particular regard to the protected characteristics		Reference staff training	
Reference the ISS		Reference SMSC, FBV	
Demonstrate breadth of curriculum to cover economic wellbeing, careers, and enterprise, and personal safety		Reference RSE	

Local Procedure Review History:

Date Reviewed	**Reviewer**	**Summary of revisions**