

Education And Children's Services: Local Procedure Template

<b>Local Procedure Title</b>	<b>PSHE Local Procedure</b>
<b>Site</b>	<b>Sketchley School: Sketchley Hall, Forest House and Progression House</b>
<b>ECS Policy number and title</b>	
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<b>Local Procedure Author(s)</b>	Megan Elliott
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## Education And Children's Services: Local Procedure Template

### 1. Aim

Sketchley School aims to teach Personal, Social and Health Education (PSHE) using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages every learner.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society;
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Sketchley School takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each learner.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. 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 at Sketchley School contributes to helping children and young people to build their personal identities, confidence, self-esteem and understand their Autism diagnosis. It helps them to make career choices, understand managing their finances and what influences their decision-making process. PSHE enables them to recognise and manage their emotions, to communicate positively in a range of different scenarios and how to stay safe, both in person and online.

Our objectives are:

- To develop self-awareness, self-esteem, and respect for oneself and others.
- To foster positive relationships and effective communication skills.
- To promote physical and mental well-being.
- To equip students with the knowledge and skills required for making informed decisions and managing their personal finances.
- To instil the values of equality, acceptance, and inclusion.
- To provide students with opportunities to acquire the necessary skills for employment and future pathways.
- To ensure students are aware of their rights, responsibilities, and safety within and beyond the school community.

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Overall, our PSHE curriculum supports the 'Personal Development' and 'Behaviour and Attitudes' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to our duties relating: to Safeguarding and Equality (please see links within these Policies); the Government's British Values agenda; and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

The National Curriculum states that we must deliver the following:

### **1. Relationships and Sex Education (RSE):**

- Key Stage 1 (Ages 5-7):
  - Children are taught about the importance of healthy relationships, understanding differences, and identifying feelings.
  - They learn about the human body and basic understanding of reproduction.
- Key Stage 2 (Ages 7-11):
  - RSE covers more in-depth relationships, human development, and puberty.
  - Pupils learn about the emotional and physical changes during puberty, the process of reproduction, and managing peer pressure and emotions in relationships.
- Key Stage 3 (Ages 11-14):
  - In addition to learning about puberty and reproduction, students explore more on healthy relationships, consent, and the emotional aspects of relationships.
  - Topics also cover sexual health, online safety, and the impact of drugs, alcohol, and mental health on relationships.
- Key Stage 4 (Ages 14-16):
  - Students are taught about sexual health and wellbeing in greater depth, including contraception, STIs, and sexual consent.
  - It also covers legal aspects of relationships, including the age of consent, and explores respect, healthy relationships, and making responsible decisions.

### **2. Personal, Social, Health, and Economic Education (PSHE):**

- Key Stage 1 & 2 (Ages 5-11):
  - PSHE covers emotional health, relationships, staying safe, and understanding the world.
  - Children learn about healthy eating, personal hygiene, physical activity, and emotional well-being.
- Key Stage 3 & 4 (Ages 11-16):
  - The curriculum includes mental health, social and emotional skills, financial literacy, career readiness, and citizenship.
  - In Key Stage 4, students are encouraged to understand risk, consent, and managing different aspects of their health, including physical, mental, and sexual health.

Implementation in Schools:

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- PSHE and RSE are mandatory for all schools (primary and secondary).
- Relationships education is mandatory at primary school, while sex education is compulsory at secondary school.
- Schools have the flexibility to teach these topics in a way that aligns with their ethos, but they must meet the statutory content outlined by the government.

Schools must ensure that students are taught in an age-appropriate manner, provide parental consultation, and allow parents to withdraw their children from certain aspects of RSE (except for certain elements like the content on puberty).

### 2. Curriculum design

Our curriculum is set out in a structure designed to meet the needs of each class, but we/individual teachers may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, learners and staff, taking into account the age, needs and feelings of students. If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online (e.g. through search engines).

**Parental Involvement:** Actively involving parents and carers in the planning and delivery of PSHE. Regular communication, workshops, and resources should be provided to support parents in extending PSHE learning beyond the classroom.

**Multi-disciplinary Collaboration:** Working closely with other professionals, such as speech therapists, occupational therapists, and school counsellors, to support students' specific needs and provide a coordinated approach to their development.

**External Agencies:** Collaborating with external agencies, including local authorities, health services, and charities, to provide students with comprehensive and up-to-date support and resources.

The PSHE curriculum aligns with the specific needs and abilities of students, catering to their diverse learning profiles. It should be inclusive, accessible, and adaptable, considering their cognitive, physical, and sensory requirements. The curriculum design includes the following aligned with Votes for School as an additional resource :

1. **Differentiated Content:** Our curriculum offers a range of entry points and progression routes, enabling students at various levels of ability to access and engage with the content appropriately. Materials are inclusive of different sensory and communication needs, using appropriate visual, auditory, and tactile resources.
2. **Relevant Topics:** Our PSHE curriculum covers a wide range of relevant topics tailored to each student. This includes personal hygiene, emotions, relationships, bullying, online safety, managing money, employability skills,

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social communication, physical and mental health, and rights and responsibilities.

3. Practical Application: Our curriculum facilitates practical application of knowledge and skills through real-life contexts. This may involve role-playing scenarios, community visits, work placements, and engaging with external speakers.

Our Key Stage 2 learners have access to a 2-year rolling plan. This prevents repetition of topics within mixed year group classes.

### Personal Development Curriculum Approach

- Our Personal Development curriculum is not divided into pathways, as we believe all students, regardless of ability, should engage with age-appropriate topics. However, we recognise that students have different learning needs, and teaching is tailored accordingly to ensure accessibility and meaningful engagement.
- While all students explore the same core themes, the level of support and delivery methods are adapted to suit individual abilities. This ensures that every learner can develop essential life skills, knowledge, and understanding in a way that is relevant and appropriate to them.

### Examples of Teaching Approaches:

- **Stretch and Challenge:**
  - o Debates on equality and human rights
  - o Independent research on stress management
  - o Ethical debates and case studies
  - o Discussions on societal norms and policy research
  - o Investment simulations, UCAS/apprenticeship support

#### Learning for Life:

- o Group discussions and personal reflection
- o Journaling and mindfulness strategies
- o Scenario-based learning and role play
- o Media analysis and debating different perspectives
- o CV writing, interview preparation, and workplace visits

#### Engagement:

- o Social stories, scripted conversations, and role play
- o Visual rules and scenario-based learning
- o Sensory-friendly health education and personal hygiene
- o Clear, direct teaching on safe relationships and visual consent cues
- o Travel training, budgeting, and workplace social interactions

**Education And Children's Services: Local Procedure Template****KS5**

Our KS5 Personal Development Curriculum is designed to support students with autism in developing the essential skills they need to thrive in adulthood. Delivered over a three-year cycle, this curriculum ensures that students in Years 12, 13, and 14, taught within mixed year group classes, access a broad and balanced programme that prepares them for independence, employment, and community participation.

The curriculum is structured around our three key themes — Health and Wellbeing, Living in the Wider World, and Relationships. These themes encompass vital areas such as PSHE, SMSC, Independent Living, history, and geography, with integrated educational visits to enhance learning through real-world experiences.

By following a three-year rolling programme, all students encounter each theme during their post-16 journey, regardless of when they join. This flexible structure reduces repetition while reinforcing key concepts at developmentally appropriate stages. Content is carefully adapted to meet the individual needs of students with autism, with a focus on visual supports, structured routines, and clear communication strategies to ensure accessibility and engagement.

The curriculum is closely aligned with our Preparation for Adulthood programme, which emphasises four key pathways:

- Employment – Building workplace skills, interview confidence, and career exploration.
- Independent Living – Developing practical life skills, from budgeting to cooking and home management.
- Community Inclusion – Encouraging social participation, volunteering, and engagement with local services.
- Health and Wellbeing – Promoting self-care, emotional regulation, and healthy lifestyle choices.

This integrated approach ensures that students leave school equipped with the knowledge, skills, and confidence they need to make positive choices and achieve their personal goals in adulthood. Students are also encouraged to take part in our half-termly culture days which are whole-school. Students are also encouraged to take up one of our ASDAN short courses from Summer 2, when most college courses have finished for the year.

**3. Statutory RSE and Health Education**

Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and

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Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

*Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5.*

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.  
DfE Guidance p.8*

"All schools must have in place a written policy for Relationships and Sex Education."

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.  
DfE Guidance p.11.*

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The DfE Guidance 2019 at secondary school level relates to the 'intimate and sexual relationships, including sexual health' section of the guidance and includes:

- Facts about reproductive health;
- Facts about the full range of contraceptive choices;
- How sexually-transmitted infections (STIs) including HIV/AIDS are transmitted;
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment;
- Consent and the law.

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.  
DfE Guidance page29*

Despite being an independent school, we include the statutory Relationships, Sex and Health Education within our PSHE curriculum as it is vital our learners receive the help, advice and information which will allow them to develop healthy relationships; not just those of an intimate nature; but of all kinds.

We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour; linking this with our approach to positive behaviour management. We want to enable our learners to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

How the PSHE (Personal, Social, Health, and Economic) curriculum aligns with the National Curriculum within the topics of Relationships, Living in the Wider World, and Health and Wellbeing:

### 1. Relationships

National Curriculum Links:

The National Curriculum for PSHE requires that pupils are taught about relationships in the context of:

- Families and people who care for them: Understanding different family structures, respect for diversity, and the importance of stable relationships for mental health.
- Respectful relationships, including friendships: Learning about mutual respect, conflict resolution, and the impact of behaviour on others.

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- Online relationships: Exploring safe, respectful communication online and recognising risks such as cyberbullying and grooming.
- Being safe: Understanding personal boundaries, consent, and how to seek help in unsafe situations.

How the PSHE Curriculum Covers This:

- Primary Focus: Pupils develop knowledge of healthy, respectful relationships, emphasising communication, empathy, and boundaries.
- Practical Skills: Role-playing scenarios to practice resolving conflict and fostering respectful friendships.
- Digital Citizenship: Lessons on e-safety, including managing digital footprints and recognising online manipulation.

## 2. Living in the Wider World

National Curriculum Links:

This topic connects with the National Curriculum's aims to prepare students for life as responsible, global citizens by addressing:

- Economic wellbeing and financial capability: Teaching about money management, budgeting, and career pathways.
- Rights and responsibilities: Promoting an understanding of democracy, human rights, and the rule of law.
- Environmental responsibility: Encouraging awareness of climate change, sustainability, and their role in protecting the planet.
- Global citizenship: Fostering an understanding of diversity, community cohesion, and respect for different cultures and beliefs.

How the PSHE Curriculum Covers This:

- Financial Education: Sessions on understanding wages, taxes, and savings. Activities may include creating budgets or exploring real-life financial scenarios.
- Democracy in Action: Mock elections and discussions on voting and participation in local and global communities.
- Environmental Responsibility: Projects on reducing waste, conserving energy, or community-based environmental initiatives.

## 3. Health and Wellbeing

National Curriculum Links:

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The National Curriculum requires that students understand how to maintain both their physical and mental health through:

- Mental wellbeing: Recognising and managing emotions, building resilience, and knowing how and when to seek support.
- Physical health and fitness: Understanding the importance of exercise, nutrition, and a healthy lifestyle.
- Drugs, alcohol, and tobacco: Learning about the risks associated with substance use and making informed decisions.
- Health and prevention: Developing habits for self-care, such as hygiene, sleep, and oral health.
- Basic first aid: Knowing how to respond in emergencies, including CPR and the recovery position.

How the PSHE Curriculum Covers This:

- Mental Health Awareness: Teaching strategies for managing stress, improving self-esteem, and accessing mental health resources.
- Healthy Living: Lessons on balanced diets, the benefits of physical activity, and the dangers of sedentary lifestyles.
- Substance Education: Exploring real-life case studies to understand peer pressure and the long-term effects of substance misuse.
- Practical Skills: Workshops or assemblies on first aid techniques and how to respond to medical emergencies.

Our PSHE curriculum reinforces the National Curriculum's overarching goal of preparing pupils for adult life by developing their knowledge, skills, and resilience in the areas of relationships, living in the wider world, and health and wellbeing. It encourages informed decision-making, respect for others, and active citizenship, equipping students with the tools they need to thrive personally, socially, and economically.

**4. Safeguarding and responsibilities**

PSHE and RSE work with the real-life experiences of learners, and it is key that both staff and students 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 pupils or teachers;
- If giving an example, make it anonymous;
- Everyone has a right to his or her own space;
- Right to Privacy.

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Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both students and staff. All staff at Sketchley School have an up-to-date enhanced DBS and are fully-trained in the latest Safeguarding updates.

Due to the nature of the topics covered in the PSHE and RSE education programmes, all teachers are made aware of the Sketchley School guidelines on confidentiality and disclosure. The boundaries around confidentiality and discretion are made explicit to learners and are made distinctive from those associated with disclosing as part of the school's safeguarding policy and procedures.

### 5. Equality

This section outlines our commitment to promoting equality and safeguarding the rights of all individuals within our framework. Our school aims to create an inclusive environment where every pupil is valued, respected, and encouraged to achieve their full potential. This policy is aligned with the 2014 National Curriculum in England and adheres to the expectations set by Ofsted, the Office for Standards in Education, Children's Services and Skills.

The PSHE and RSE policy at Sketchley School promotes respect and value for every individual. 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.*"

All Schools in England 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. For Sketchley School, this also forms part of the Independent School Standards inspection framework. Individual teachers and classes are given the flexibility to teach about LGBTIQ+ content (for example), but all learners are taught relevant content at a timely point as part of their curriculum. Again, as part of a flexible approach, teaching staff may choose to tailor content to suit the needs of their cohort, such as teaching about LGBTIQ+ during Pride Month.

At Sketchley School, we respect the right of pupils, 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. This is detailed in our Equality and Inclusion policy.

We aim to:

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- ensure that all members of the school community understand and uphold the principles of equality and non-discrimination based on the protected characteristics outlined by the Equality Act 2010.
- To promote an inclusive environment that caters to the diverse needs of pupils with special educational needs and disabilities
- To regularly review and adapt our practices to be responsive to the evolving needs of our students and staff.

The protected characteristics under the Equality Act 2010 include:

1. Age
2. Disability
3. Gender Reassignment
4. Marriage and Civil Partnership
5. Pregnancy and Maternity
6. Race
7. Religion or Belief
8. Sex
9. Sexual Orientation

### 1. Equal Opportunities

- All pupils, regardless of their protected characteristics, will have equal access to learning opportunities.
- The curriculum will be differentiated to cater for the individual needs of our pupils at Sketchley School

### 2. Promoting Diversity

- The school will actively promote an understanding and appreciation of diversity and inclusion through the broader curriculum, assemblies, the use of Votes for Schools and school events.
- Staff will receive training on the importance of diversity, equality, and meeting the needs of all pupils.

### 3. Reporting and Responding to Discrimination

- A clear procedure for reporting incidents of discrimination or harassment will be established. All staff will be trained to handle such reports sensitively and promptly.
- Serious incidents will be reported to the governing body and addressed through appropriate disciplinary measures.

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### 4. Monitoring and Evaluation

- The effectiveness of this policy will be monitored regularly through self-evaluations, feedback from stakeholders, and reports to the governing body.
- The school will collect and analyse data related to the attainment and behaviour of various groups to identify and address any disparities.

### 5. Inclusivity in School Activities

- All school activities, including extracurricular events, will be designed to be inclusive and accessible for all pupils.
- Adjustments will be made for any pupil with specific needs to ensure full participation.

### 6. Parental Engagement

- The school will work collaboratively with parents and guardians to address the specific needs of their children.
- Regular communication with parents regarding their child's progress and wellbeing will be maintained.

Sketchley School aims to:

- Demonstrate a clear commitment to facilitating a culture of equality and diversity, ensuring that all pupils feel safe and respected.
- Provide a curriculum that is intentionally designed to cater to the needs of all learners.
- Show evidence of monitoring the impact of their policies and practices effectively on pupil outcomes and experiences.
- Ensure leadership and management are actively engaged in promoting equality and are driving improvement across the school.

We aspire to create a nurturing and supportive environment where all pupils can thrive, irrespective of their background or individual circumstances.

### 6. Assessing

As with any learning, the assessment of learners' PSHE and RSE is important as it enables the teacher to gauge progress and it also informs the development of lessons and associated planning. Learners do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways; such as posters, leaflets, reflective diaries and mini-projects.

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Progress is also monitored during class discussions, group work, engagement with guest speakers, questionnaires/surveys and peer assessment. Student voice is used to adapt and amend material for PSHE and RSE and ensure it is relevant and effective to both our learners and wider community. Whilst there is no specific means of formal summative assessment for PSHE/RSE, it is expected that teachers do record some evidence via Evidence for Learning.

**7. Responsibilities****Governance**

The PSHE and RSE policy will be approved by Sketchley School governance and they will hold the Headteacher to account for its implementation.

**Head Teacher**

It is the responsibility of the Headteacher to manage any requests to withdraw pupils from non-statutory components of RSE.

**Deputy Headteacher**

It is the responsibility of the Deputy Headteachers to ensure that PSHE and RSE is taught consistently across the school within Personal Development.

**Teaching & Support Staff**

The staff across Sketchley School are responsible for:

- The delivery of PSHE and RSE in a sensitive and engaging way;
- Modelling positive attitudes to PSHE and RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils 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 RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with their Line Manager in the first instance and support will be provided; with appeals made to the Headteacher.

**Students**

There is an expectation that all learners across Sketchley School fully engage in PSHE and RSE and follow the ground rules (as specified above); thus ensuring they treat others with respect, dignity and sensitivity.

**Parents/Carers**

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All parents and nominated care-givers are informed about the school's PSHE programme by letter at the start of the academic year. They are advised on where to access the RSE policy and are invited to feedback directly to the school; participating with surveys and questionnaires as part of our consultation process.

### 8. Right to Withdraw

#### Sketchley Hall

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Students are not able to be withdrawn from the 'Health Education' topics within the new curriculum. Requests for withdrawal should be put in writing and addressed to the Headteacher for consideration. In the event that a withdrawal request is sanctioned by the Headteacher, alternative work will be given to learners who are withdrawn from any relevant aspects of sex education.

#### Forest House and Progression House

Parents have the right to withdraw their child from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wished to receive sex education rather than being withdrawn, the school will arrange this. Students are not able to be withdrawn from the 'Health Education' topics within the new curriculum.

Requests for withdrawal should be put in writing and addressed to the Headteacher.

A copy of withdrawal requests will be placed in the student's educational record. The Headteacher will discuss the request with the parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

### 9. Visitors

Sketchley School values working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, outside visitors may be invited to deliver appropriate sessions to learners on a range of topics.

All visitors are subject to our Child Protection and Safeguarding policies and procedures and the credentials of visiting organisations and any visitors linked to external agencies are always checked. The school also ensures that the

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teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age- and stage-appropriate and accessible for all learners. All content planned to be taught or delivered is approved by the school in advance of delivery.

As with all PSHE and RSE lessons, Sketchley School will ensure that guest speakers/visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the lead teacher for the lesson/session will be dealt with in line with the school's Safeguarding Policy

#### 10. References

The PSHE Local Procedure at Sketchley School is informed by the following DfE guidance:

- Keeping Children Safe in Education;
- Respectful School Communities;
- Behaviour and Discipline in Schools;
- Equalities Act 2010;
- SEND code of practice: 0 to 25 years;
- Mental Health and Behaviour in Schools;
- Preventing and Tackling Bullying, including cyberbullying;
- Sexual violence and sexual harassment between children in schools;
- The Equality and Human Rights Commission Advice and Guidance;
- Promoting Fundamental British Values as part of SMSC in schools.

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**Local Procedure Review History:**

<b>Date Reviewed</b>	<b>Reviewer</b>	<b>Summary of revisions</b>
31/01/2022	Richard Christon	Policy created.
<b>08/10/2023</b>	<b>Megan Elliott</b>	Policy reviewed and updated
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