

Tor View School Local Procedure



Local Procedure Title	PSHE (Personal, Social, Health and Economic Education)
Site	Tor View School
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Local Procedure Author(s)	Leon Trudgeon
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1. Rationale
<p>Personal, Social, Health and Economic Education (PSHE) is a crucial part of the curriculum at our school because it equips pupils with the knowledge, skills and attributes they need to lead safe, healthy and fulfilling lives. For pupils with Special Educational Needs (SEN), this learning must be accessible, meaningful, and responsive to everyone's developmental stage.</p> <p>At Tor View School, PSHE supports pupils to understand themselves, manage their emotions, develop healthy relationships, and make informed choices. These skills are essential not only for academic engagement, but for preparing pupils for adulthood, community participation, and personal wellbeing. PSHE is taught through practical, multisensory, and experience-based activities that allow pupils to apply learning in real-life contexts. Staff ensure that teaching reflects each learner's needs, communication profile, and developmental stage.</p> <p>The school's approach is structured through the EQUALS curriculum (2018) for My Physical Wellbeing and Relationships, Sex and Health Education, alongside the PSHE Association frameworks for Self-care, Support and Safety, including Keeping Safe Online. These frameworks allow learning to be delivered at informal, semi-formal and formal levels so that every pupil receives an appropriate, developmentally matched curriculum.</p>

Overall, our PSHE curriculum ensures that pupils are supported to develop the knowledge, skills and behaviours needed to stay healthy, stay safe, and take increasing responsibility for their lives as they move towards adulthood.

2. Progression Documents and the Curriculum (Key Skills and Knowledge)

Progression within the curriculum is not determined by age or year group but instead by a pupil's cognitive profile, communication needs, emotional maturity and prior knowledge. This ensures that pupils do not move on to new content until they are ready, and are not taught material, which is inappropriate, irrelevant or overwhelming. Areas of learning are revisited regularly across years, with increasing depth, independence and fluency.

Informal: Learners follow a holistic, sensory-led curriculum where progress is recognised through engagement, awareness, anticipation and participation. The focus is always on comfort, motivation, communication, agency and consistency, enabling learners to feel secure, make choices, and develop early foundations for wellbeing and safety.

Semi-formal: Learners access a structured but flexible curriculum built around practical, experiential learning. This pathway emphasises clear routines, gradual skill-building, real-life application and personal agency, while still allowing for significant overlearning and sensory support.

Formal: Learners on the formal curriculum engage in subject-specific learning with a stronger emphasis on knowledge, reasoning and independence. The focus is on developing lifelong skills that support autonomy, wellbeing, community participation and informed choices.

Progression is mapped using the EQUALS (2018) schemes for My Physical and mental health wellbeing, physical activity alongside the PSHE Association framework for Keeping Safe Online. These progression documents allow teachers to tailor learning to each pupil's developmental stage while ensuring coverage of essential safeguarding, health and wellbeing content.

PSHE curriculum is focused on the following four concepts with Relationship sex and health education (RSHE) in mind as a separate subject and curriculum pathway:

My Physical Wellbeing (Healthy Eating & Lifestyle)

Across all pathways, Healthy Eating and Lifestyle focuses on helping learners understand how food, drink and daily choices affect their bodies and wellbeing. The aim is to support lifelong healthy habits, informed decision-making and confidence around food and lifestyle choices

Mental Health and Wellbeing

The aim of Mental Health and Wellbeing within our PSHE curriculum is to support every learner to develop a positive sense of self, understand and manage their emotions, build confidence, resilience and self-esteem, and develop the skills needed to maintain good emotional health throughout their lives.

Physical Activity

The aim of Physical Activity within our PSHE curriculum is to support all learners in developing physical wellbeing, confidence, enjoyment and independence through meaningful, motivating and appropriate movement experiences. Ensuring that all learners can access enjoyable, safe and motivating physical activity that fosters wellbeing, independence and lifelong engagement.

Relationship Sex and Health Education (RSHE)

The aim of Relationships and Sex Education is to equip all learners with the knowledge, skills and personal understanding they need to develop healthy relationships, recognise personal boundaries, stay safe, and make informed choices as they grow.

Keeping Safe Online (PSHE Association)

The aim of Keeping Safe Online within our PSHE curriculum is to ensure that all learners develop the knowledge, skills and confidence to use digital technologies safely, respectfully and responsibly, at a level appropriate to their developmental pathway.

Progression is ensured through a structured and developmentally informed approach that clearly maps expectations across all pathways. Teachers assess each learner’s prior knowledge through observation, communication and past learning records, allowing content to be sequenced logically according to individual need. Key PSHE concepts are revisited each year, with increasing depth and challenge to strengthen understanding over time. Learning is made accessible through adapted resources, differentiated delivery and personalised approaches, while the use of consistent, evidence-based frameworks such as EQUALS and the PSHE Association supports coherent progression. Professional judgement underpins all decisions, ensuring that pupils only access content that is appropriate, meaningful and necessary for their developmental stage. Frameworks are revised each year and updated accordingly.

3. Planning and Teaching

All pupils have an Education, Health and Care Plan (EHCP) and Individual Education Plans (IEPs), which directly inform the planning and delivery of PSHE. These documents help teachers identify priorities, tailor content to individual needs, and ensure that learning is personalised, relevant and aligned with each learner’s developmental goals. Primum progression lines also help support planning. Each class at Tor view are tailored to a specific pathway and teachers can follow the

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expectations of the PSHE Curriculum each academic year below.

	Pre/In formal	Semi Formal	Formal
Expected weekly delivery of content	3 Lessons a week		
Programmes	Equals (2018) My physical wellbeing: Healthy eating and wellbeing Physical activity Relationship sex and health education PSHE association (2020) Keeping safe online		
Yearly Coverage break down	1x Healthy eating and lifestyle 1x Mental Health and Wellbeing 1x Physical Activity 1x Choice of area of coverage 2 x Relationship sex and health education	1x Healthy eating and lifestyle 1x Mental Health and Wellbeing 1x Physical Activity 2 x Relationship sex and health education 1x Keeping safe online.	
Intentions	Use the intentions from Equals Semi formal for My physical wellbeing and Relationships, sex, and health education. Simplify these to a suitable level for the pupils and Extra Content = keeping safe online. Only deliver if appropriate- Follow PSHE association Framework SSS24.	Use the intentions from Equals Semi formal for coverage of Relationships sex and health Education and my Physical wellbeing. Use intentions from PSHE association Keeping safe online covering intentions from section SSS24. Natterhub	Use the intentions from Equals Semi formal for coverage of Relationships sex and health Education and my Physical wellbeing. Expand on the content and depth of knowledge. Use intentions from PSHE association Keeping safe online covering intentions from section WIL12.
Starting Point	My Physical Wellbeing: Area of coverage can be best fit for the pupils, but there needs to be logic in the sequencing of the learning and prior knowledge of the learner taken in to account, to inform areas that may need more development. Relationships sex and health education: You Must Start this at Section 1 , then work logically through the sections, tailoring the learning to best suit the pupil's area for development.		
Repetition of coverage	In following years repeat process with new content and where necessary Revisit previous content.		
Important	1) Some topics are to be delivered in single sex groups. 2)Some Topics only delivered is essential. E.g., they are in a relationship.		

Once teachers have identified what they will be covering each term they can see the progression for each topic to follow. Please note this can change during the year depending on the pupils' needs at that present time.

4. Progression diagram

		Pre/informal	Semi formal	Formal
Equals My Physical Wellbeing	Healthy eating and Lifestyle	Covered in this area:	Covered in this area:	Covered in this area:
		Making good choices	Making good choices	Making good choices
		Having regular treats in moderation.	Having regular treats in moderation.	Having regular treats in moderation.
		Foods for different meals and times of the day.	Alternative foods and lifestyles, identifying the difference between foods needed for good health and foods that are treats.	Alternative foods and lifestyles, identifying the difference between foods needed for good health and foods that are treats.
		A range of tastes	Foods for different meals and times of the day.	Foods for different meals and times of the day.
		Exercise	Staying hydrated	Staying hydrated
			A range of tastes	A range of tastes
			The importance of variety, range, balance, alternative diets, cultural preferences.	The importance of variety, range, balance, alternative diets, cultural preferences.
			Additives, especially having a sound understanding of sugar, salt and fat.	Additives, especially having a sound understanding of sugar, salt, and fat.
			Food as a fuel	Food as a fuel
			Reasons for eating and drinking such as necessity, pleasure, social, cultural.	Reasons for eating and drinking such as necessity, pleasure, social, cultural.
			Exercise	Food Groups
				Exercise

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		Pre/informal	Semi formal	Formal
Equals My Physical Wellbeing	Mental Health and wellbeing	Covered in this area:	Covered in this area:	Covered in this area:
		Recognise and value oneself	Recognise and value oneself	Recognise and value oneself
		Recognise oneself as part of various families and communities	Recognise oneself as part of various families and communities	Recognise oneself as part of various families and communities
		Develop one's own style and find one's own interests.	Similarities and differences between people.	Similarities and differences between people.
		Sharing with others	Develop one's own style and find one's own interests.	Develop one's own style and find one's own interests.
		Self Esteem	Sharing with others	Sharing with others
		Self Confidence	Finding people with similar interests	Finding people with similar interests
		Resilience	Self Esteem	Self Esteem
		Own emotions	Self Confidence	Self Confidence
		Others' emotions	Resilience	Resilience
		How to relax	Positive involvement with social media	Positive involvement with social media
			Own emotions	Own emotions
			Others' emotions	Others' emotions
	Signs that something is not right	Signs that something is not right		
	Possible Mental Health issues	Possible Mental Health issues		
	How to relax	How to relax		
Equals My Physical Wellbeing	Physical Activity	Pre/informal	Semi formal	Formal
		Covered in this area:	Covered in this area:	Covered in this area:
		Small Group games	Small Group games	Small Group games
		Team games	Team games	Team games
		One to one game	One to one game	One to one game
		Gross motor skills	Gross motor skills	Gross motor skills
		Using wheeled toys	Using wheeled toys	Using wheeled toys
				Ability and willingness to walk longer
				Prepare for an activity as a regular routine
				To Warm up
				Skill based physical activity
				Movement, balance and co-ordination
				Competitive sports
		Finishing an activity or sport		
		Maintaining equipment		
		Setting up		
		Move and handle equipment		
PSHE-association- Self-care, Support and Safety.	Keeping safe online	Pre/informal	Semi formal	Formal
		Covered in this area:	Covered in this area:	Covered in this area:
		How to behave online	How to behave online	How to behave online
		Rules and principles for keeping safe online	Different behaviours online	Different behaviours online
			Pretending to be someone they are not.	Pretending to be someone they are not.
			Online relationships as to face-to-face relationships	Online relationships as to face-to-face relationships
			Rules and principles for keeping safe online	Rules and principles for keeping safe online
			How to recognise and report content and contact	How to recognise and report content and contact
			Why social media, some computer games and online gaming, for example, are age restricted	How information and data is shared and used online
			Online abuse, trolling, bullying and harassment	Why social media, some computer games and online gaming, for example, are age restricted
				Online abuse, trolling, bullying and harassment

5. Assessment

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Across all levels, assessment is continuous, formative and tailored to pupils needs. Teachers use assessment to identify next steps, adapt teaching and ensure content remains relevant and appropriate for all learners. Evidence is linked to each pupil's EHCP outcomes and IEP targets, Prisum progression lines and EQUALS.

We are using Earwig, a monitoring and assessment cloud-based tool which is used to record pupil's progress in relation to their EHCP and IEP targets, their learning and their social and emotional development. Earwig allows staff to upload photos, videos and written evidence, giving a clear picture of progress over time.

PRISUM progression lines is our assessment tool, where data drops are completed once a term. PSHE data is collected, analysed and used to address next steps in learning as well as gaps that need revisiting.

Date Reviewed	Reviewer	Summary of revisions
January 2026	Nicola Cutler	