



Personal, Social and Health Education (PSHE) Policy

Policy Written/Reviewed by	Fiona May
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Approved by Governing Body	

Purpose and Rationale

The Rowans recognises that PSHE is a key part of providing a broad and balanced education, particularly in an alternative provision context where many pupils will have experienced disrupted schooling, social, emotional, behavioural or mental-health challenges, or other vulnerabilities.

PSHE supports students to develop the knowledge, skills and attributes they need to keep themselves healthy and safe, to build positive relationships, to make responsible decisions, and to thrive in society and within the workplace. It underpins our vision of:

- Inspiring change for a brighter future
- Learning without limits
- Leading with kindness, growing with commitment and rising with resilience
- We see you, we hear you, we are with you

and aligns with our commitment to meeting the needs of all pupils including those in our primary SEN provision and those in the secondary alternative provision.

We recognise that pupils in our school have the same entitlement to high-quality PSHE as in mainstream settings, and that it is particularly important that this is tailored to their context, backgrounds and future pathways.

The report by the Office of the Children’s Commissioner recommends that “every child in alternative provision should benefit from a comprehensive and high-quality PSHE offer”.

This policy sets out how PSHE will be managed, delivered, monitored and evaluated at The Rowans.

Aims and Objectives

The aims of the PSHE programme at The Rowans are to enable pupils to:

- Develop self-awareness, self-confidence, resilience and a sense of personal responsibility.
- Understand and manage emotions, build and maintain positive relationships, communicate appropriately and assertively, and resolve conflict.
- Recognise risks, including to physical and mental health, online, social and financial, and make safe, informed and responsible choices.
- Develop knowledge and skills to keep physically and mentally healthy and safe (including e-safety, substance misuse, sexual health, economic wellbeing).
- Prepare for the opportunities, responsibilities and experiences of life beyond school – including employability, further training, and citizenship.
- Appreciate diversity, respect others, challenge prejudice and contribute positively to the community.
- Support transitions into and out of the setting, be aware of influences such as media, peer and societal and become responsible citizens.
- In our primary SEN SEMH provision, we focus on removing barriers to learning and engagement, supporting pupils to develop positive learning behaviours and emotional resilience, and helping them build the personal, social and communication skills needed to access the curriculum and make successful transitions to the next stage of their education.
- In our alternative provision context, we focus on addressing barriers to engagement, re-integrate successfully, and support personal development, enabling students to access curriculum, qualifications and appropriate and sustained post-16 pathways.

Legal and Statutory Framework

This policy takes into account key statutory and non-statutory guidance and legislation, including but not limited to:

- Keeping Children Safe in Education guidance
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- Equality Act 2010 and schools Equality Act 2010
<https://www.gov.uk/guidance/equality-act-2010-guidance>
- SEND code of practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

- Alternative Provision statutory guidance

<https://www.gov.uk/government/publications/alternative-provision>

- Promoting and supporting mental health and wellbeing in schools and colleges guidance

<https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

- Preventing and Tackling Bullying guidance

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

The PSHE curriculum in our alternative provision and SEN SEMH setting must meet the same high standards of quality and oversight as in mainstream settings, whilst being mindful of the particular vulnerabilities and needs of the cohort.

Scope and Application

This policy applies to all staff involved in the planning and delivery of PSHE at The Rowans, including teachers, support staff, pastoral staff and external providers. It applies to all pupils enrolled at The Rowans, regardless of age, key stage or length of placement.

Curriculum Content and Delivery

The PSHE programme will be planned on a progressive basis across the Key Stages represented at The Rowans, KS1-KS2 in the primary provision and KS3-KS4 in the secondary provision.

In the secondary provision it will cover core themes appropriately adapted for the age, maturity and vulnerabilities of the pupils:

- **Health and Wellbeing:** physical health, mental health, healthy lifestyles, self-care, emotional wellbeing
- **Relationships and Sex Education:** respectful relationships, consent, online relationships, changing relationships, sexual health, parenthood
- **Living in the Wider World:** economic wellbeing and financial capability, career education, enterprise, preparing for adulthood, employability
- **Additional areas of:** e-safety, digital literacy, substance misuse, personal safety, including online, civil rights and responsibilities, resilience, safeguarding awareness.

In the primary SEN SEMH provision, it will cover core themes appropriately adapted for the age, needs and vulnerabilities of the children:

Relationships Education: This is compulsory and focuses on building the foundations for positive and healthy relationships of all kinds. Key areas include:

- Families and people who care for them, recognising that families can look different but are all characterised by love and care.
- Caring friendships, including mutual respect, truthfulness, and managing conflict.
- Respectful relationships with others, in school and wider society.
- Online relationships, including safe behaviour and communication.
- Being safe, including recognising unsafe situations and how to seek help.

Health Education-Physical and Mental Wellbeing: This covers a broad range of topics from Key Stage 1 onwards. Key areas include:

- Mental wellbeing, including recognising emotions, simple self-care techniques, and seeking support.
- Physical health and fitness, including an active lifestyle, healthy diet, and the risks of an inactive lifestyle.
- Healthy eating and basic nutrition.
- Drugs, alcohol, and tobacco education, covering the facts and associated risks.

- Health and prevention, including personal hygiene, dental health, the science of immunisation, and basic first aid.
- Puberty and menstrual wellbeing (taught in late primary, e.g., Years 5/6, to prepare all pupils before physical changes begin).

Economic and Financial Education: This is compulsory and focuses on building the foundations for positive and healthy relationships of all kinds. Key areas include:

- Understanding Money: Recognising different forms of money-notes, coins, digital payments and its function in society.
- Where Money Comes From: Understanding that money is earned through work and people have different jobs.
- Wants and Needs: Distinguishing between essential needs and wants, and understanding that people cannot always have everything they want.
- Spending and Saving: Learning about choices people make with money, the benefits of saving, and how to keep money safe.
- Basic Budgeting: Understanding what a budget is, the importance of prioritising spending, and keeping track of money.
- Financial Risks: Recognising and avoiding online financial harms, such as in-game purchases and targeted advertising.

Delivery will be through a variety of methods dedicated PSHE lessons, tutor time sessions, drop-down days and workshops, assemblies, external provider input, 1:1 or small-group intervention sessions, and embedded within other curriculum areas where appropriate. High-quality resources will be used and adapted to meet pupil need, including for literacy, attention span, emotional regulation and prior experience. External providers will only be used when they meet our quality assurance criteria and work within our safeguarding and standards frameworks.

Recognising that many pupils at The Rowans will have experienced disrupted schooling, disengagement, behavioural and emotional needs, we will personalise the PSHE programme for individual pupils as required. We will build strong links between PSHE, behaviour, attendance and emotional regulation. We will embed frequent formative checks of understanding, and adapt sessions dynamically, as needed. We will use real-life, relevant examples and context that reflect the lived experience of our pupils. We will ensure PSHE contributes explicitly to pupils' readiness for their next steps, both in terms of personal development and employability skills.

Links to other policies

PSHE is complementary to and consistent with other policies and strands of the academy's work including:

- Safeguarding and Child Protection Policy
- Behaviour, Inclusion and Relationships Policy
- Equality Policy and Statement
- SEND Policy
- Online Safety Policy
- Careers Education, Information, Advice & Guidance and Work-Related Learning Policy
- Anti-Bullying Policy
- Mental Health Policy

Roles and Responsibilities

PSHE Lead/Teacher

- Develop, update and maintain the PSHE curriculum map, scheme of work, assessment methods, resources and staff training.
- Provide guidance to staff on planning, delivery and differentiation in PSHE.

- Monitor delivery quality, pupil engagement, outcomes, and adapt provision as needed.
- Liaise with the mental health lead, welfare and attendance lead, CEIAG lead, safeguarding team and senior leadership to ensure consistency and alignment.
- Keep updated with national developments, research and best practice and support CPD.
- Maintain accurate and detailed records of PSHE provision.

Principal

- Ensure the PSHE programme and policy is implemented effectively and meets the needs of the cohort.
- Ensure staff are trained and supported in PSHE delivery, including around sensitive or challenging issues relevant to alternative provision and SEN SEMH.
- Ensure safeguarding procedures are in place and that any external visitors working on PSHE are appropriately vetted and supervised, in line with safeguarding processes.

Governing Body

- Ensure that PSHE is part of the academy's overall provision for pupils' personal development and welfare.
- Approve the PSHE policy and review it periodically, at least every two years.
- Monitor how the academy meets its statutory obligations for PSHE.

Safeguarding and Sensitive Issues

PSHE inevitably covers sensitive issues such as mental health, sexual health, substance misuse, online safety, relationships, risk-taking behaviours. Staff must create a safe environment for learning, set clear ground rules, emphasise confidentiality and its limits and signpost to support. Any disclosures made by pupils during PSHE sessions are addressed in line with the academy's Safeguarding policy and procedures. Pupils are reminded of the routes for seeking help and support that is available. Staff are trained and supported in delivering PSHE, especially in cases of vulnerable pupils and those with additional needs. Parents/carers are informed about the PSHE programme and it is shared on the school website. Parents/carers have the right to withdraw their children and this is clearly communicated at pre-admission meetings.

Inclusion and SEND

The PSHE curriculum is accessible to all pupils. Planning and adaptation considers the individual needs of the pupils including; literacy skills, emotional regulation, SEMH needs, English as an additional language (EAL), cultural backgrounds and any special educational needs or disabilities. Where a pupil has an education, health and care plan (EHCP) or identified SEMH / SEND needs, the PSHE lead will work closely with the class teacher and with the SENDCo and to ensure lessons meet their needs. PSHE delivery will promote equality of opportunity, eliminate discriminatory behaviour, challenge stereotypes, and advance understanding of diversity. The curriculum will reflect the full range of pupils' needs, including those who identify as LGBTQ+, those with differing family or cultural backgrounds, those who are neurodivergent and those with different learning pathways.

Assessment, Monitoring and Evaluation

The PSHE lead will maintain a curriculum map/sequencing document and medium-term plans showing coverage across Key Stages and cohorts. Formative assessment will take place through classroom activities, discussions, tutor time reflections, self-assessment, peer assessment and teacher observation. The PSHE programme will be reviewed annually to ensure relevance, quality and effectiveness; modifications will be made in response to pupil need, evaluation data, national guidance and best practice. Outcomes from PSHE (e.g., improved attendance, reduced incidents, improved transition outcomes, better mental health awareness) shall be tracked as part of the academy's wider personal development and safeguarding monitoring.

Engagement with Parents/Carers and External Stakeholders

The Rowans informs parents/carers about the PSHE programme, its aims, content and methods of delivery and this is available on the school's website. Where the RSE element of PSHE is delivered, parents/carers are reminded of their right to request withdrawal for their child (where legally applicable) and the process for doing so. Parents/carers are encouraged to support their child's PSHE learning at home, and the academy may provide resources or information for home discussion. The academy will liaise with external agencies (health services, prevention services, youth services, local authority) as appropriate, to support PSHE delivery and referral pathways. The PSHE lead will ensure that external providers are aligned with the academy's values, quality standards and safeguarding procedures.

Policy Review

- This policy will be reviewed at least every two years (or sooner if there are changes in statutory guidance, legal requirements or significant changes in the pupil cohort/context).
- The leadership of The Rowans are responsible for initiating review, consulting with staff, pupils and governors, and producing revised versions for approval.

UN Convention on the Rights of the Pupil

This policy takes into consideration the following Articles:

Article 3 - The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 13 - The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Article 28 – All pupils and young people have a right to primary education, which should be free. Discipline in schools should respect pupils' human dignity Young people should be encouraged to reach the highest level of education they are capable of

Article 29 – Education should develop each pupil's personality to the full. It should encourage pupils to respect their parents, and their own and other cultures.

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;