



**Whitefield**  
Academy Trust

**Policy  
Document**

# PSHE Policy

**Category: Curriculum**

## **Key Elements**

This policy defines the school's ethos and approach regarding PSHE and offers a clear framework for teaching, protocols to follow, and a decision-making context leading to an outcome that is in the best interest of our pupils.

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The policy was developed by the Head of NCS on behalf of the Senior Leadership Teams in collaboration with a Focus Group.

**Adopted on:**  
July 2020

**Agreed by:**  
Directors

**Due for Review:**  
September 2021



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# Personal, Social, Health and Economic Education Policy

## 1. Aims

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The PSHE policy, is informed by the Whitefield Academy Trust's overall curriculum aims. The Trust is committed to broad outcomes for children. PSHE education as a planned, developmental programme of learning aims to enable our children and young people to:

- develop essential skill and attributes to thrive as individuals, family members and members of society.
- live healthy, safe, productive, capable, responsible and balanced lives now and as adults.
- build their resilience, confidence and self-esteem.
- understand and accommodate difference and change.
- manage their emotions and to communicate constructively in a variety of settings.
- form and maintain good relationships.
- develop the essential skills for future employment and/or living within the community.
- Look after their health, make and accept healthy choices

This is all in line with the Trust's missions Statement:

'Enjoyment, Achievement and Wellbeing for All'

This policy defines the Trust's ethos and approach regarding its PSHE provision and offers a clear framework for teaching, protocols to follow, and a decision-making context leading to an outcome that is in the best interest of our children and young people.

It applies to both the Trust schools and its principles should underpin the curriculum of Project Search and the advice and guidance given by teachers in SEND success. The trust is consulting Parents.

The policy, and the Programmes of Study which are still being developed, comply with national guidance on Relationship Education, RSE and Health Education (DfE June 2019)

The policy will be available to parents and carers through the Trust's website. Our Family Support Team will arrange workshops for parents to explain our curriculum and will be available to follow up any issues or queries raised by parents. The schools will work with parents to follow the customs which are important to them – for example in dress or food or RSE. During our Person-Centred Reviews parents and professionals may talk about issues linked to PSHE and RSE where long- and medium-term strategies and targets will be agreed. Parents may ask for support with particular issues. Parents are also welcome to meet the Family Support Teacher, Head of School or Deputy Head Teacher if there is anything they want to discuss.



## 2. Values & Key Principles

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This section sets out the values and principles which underpin the Trust's work in this area of the curriculum as well as a ten key principles from the PSHE Association Guidelines (Appendix 2)

### 2.1. Creating and safe and supportive learning environment

PSHE education works within the real life experiences of children and young people. It is essential to establish a safe learning environment. Clear 'ground rules' and a confidentiality policy that is understood by all are important elements of creating this.

The Directors, Senior Leaders and staff of the Whitefield Academy Trust recognise their duty to safeguard and protect the children and young people within the Trust, many of whom are deemed particularly vulnerable. All staff and any other adults supporting the work of the Trust are expected to do everything they can to protect the children and young people from harm and to make the learning environment safe. All adults work with children and young people in a caring and positive way within the framework of Positive Behaviour Support and seek to help them develop socially, physically and morally.

We will create a safe and supportive learning environment by:

- Monitoring the learning environment, bearing in mind that staff have a responsibility to provide a safe and appropriately stimulating environment in which children can learn.
- Providing a safe and positive atmosphere, helping children and young people to grow in confidence and teaching them how to keep themselves safe as far as possible
- Setting up and following clear procedures and training and supporting staff to be vigilant for any signs that children and young people may have suffered harm and to respond to safeguarding concerns in the right way.
- Listening to Children and Young people, however they communicate, and using their expressed needs to design teaching and learning.
- Ensure health and personal care procedures support children's and young people's well being

### 2.2. Equality and diversity

The Whitefield Academy Trust ensures that children from all backgrounds, races and beliefs, sexual orientation and gender, regardless of their disabilities or special needs have access to the curriculum and are taught based on their individual needs, given every opportunity to make progress. The Trust actively seeks to use the diversity of its community as a resource for learning, helping pupils to understand and respect difference in all its manifestations and to be proud of who they are. The Trust uses PSHE education as a vehicle to address diversity issues, to ensure



equality and to promote social learning, expecting our pupils to show a high regard for the needs of others. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by:

- **Promoting British Values.** The fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are promoted within the context of the curriculum as part of discrete lessons and school activities and as relevant situations arise. This includes preparing children and young adults  
Those pupils who are able to understand the concepts involved are encouraged to understand that different people have different cultures, values, lifestyles and family patterns, to treat other people with respect and to challenge appropriately any expression of intolerance.
- **Promoting Anti-bullying:** Across Whitefield Academy Trust we consider the needs of some of our pupils for whom the concept of bullying does not exist. (Please refer to our Safeguarding Policy) section 7.
- Supporting all students at an appropriate level to manage their own behaviour, to work alongside other people and to treat other people with respect and consideration.
- Teaching will take into account the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access PSHE education provision.

### 2.3. Promoting health and wellbeing

The Wellbeing aspect of our mission is crucial. The local Healthcare Trust commissions medical and therapeutic staff to support health and wellbeing and the Trust uses pupil premium funding the commissions team. Whitefield Academy Trust works within Healthy Schools London awards scheme, which supports and recognises school achievements in pupil health and wellbeing. Some of the key factors that Whitefield Academy Trust recognises regarding wellbeing are:

- learning social and emotional skills can have a positive impact on pupil attainment
- school culture, ethos and environment affects wellbeing and attainment
- positive health, behaviour and attainment are closely linked

A whole Academy approach to wellbeing is one that goes beyond learning and teaching in the classroom and extends to all aspects of the life of a school including:

*Culture, ethos and environment:* The health and wellbeing of students and staff is promoted through the 'hidden' or 'informal' curriculum, including leadership practice, the school's values and attitudes, together with the social and physical environment.

*Learning and teaching:* Using the PSHE curriculum to develop pupils' knowledge, attitudes and skills about health and wellbeing. Our children and young people sometimes find it difficult to understand abstract concepts, as they



learn better through real-life experiences and events. Adults are using planned activities and events to establish learning and children and young people are taught how to behave and respond to events as appropriate

*Partnerships with families and the community:* Proactive engagement with families, outside agencies, and the wider community to promote consistent support for children and young people's health and wellbeing.

Following the PSHE Association Guidelines, Whitefield Academy Trust follows ten principles in order to ensure effective PSHE education provision across the whole school (Appendix 1)

### 3. Teaching Programme and Outcomes

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Active engagement in learning, rather than passively receiving information, is most effective in teaching PSHE education. Pupils need opportunities to clarify their values and beliefs and rehearse and develop enquiry and interpersonal skills. PSHE education is not 'content-free'. Pupils need a comprehensive, balanced and relevant PSHE curriculum to inform their present and future risk assessment, decision-making and management.

PSHE is delivered within a whole school approach which includes:

- dedicated curriculum time
- teaching PSHE through and in other subject's/curriculum areas
- circle Time
- assemblies
- whole school activities, events and projects
- Educational Visits and Residential Visits
- Collective worship and reflection
- Fortnightly themes

Children and young people are informally assessed by staff throughout their work and the reports (APRs) given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

In order to meet all our children's and young people's needs Whitefield Academy Trust has developed a bespoke personalised curriculum so that all pupils benefit from truly individualised learning within the context of the National Curriculum. Teachers' planning ensures that pupils take part in PHSE activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all pupils to maximise their progress. Whitefield's curriculum is designed around four interlinking pathways:



**Pathway 1 – Reaching Out:** A sensory curriculum for life and learning designed for pupils with profound and complex needs learn through consistent routines, sensory experiences and interaction with adults. The Social and Emotional Development study supports children and young people to:

- a. Develop a sense of security through building positive relationships.
- b. Develop an awareness of the world around them through sensory exploration.
- c. Develop the physical skills through which they can control and explore their environment.
- d. Establish behaviours through which they can express their feelings, make choices and communicate with other people.
- e. Experience life within the school community, responding to other people and sharing activities with them.

As part of the Programme of Study for social and emotional development pupils learn about key aspects of RE and RSE:

- a. self-awareness and self-confidence (e.g. making choices)
- b. relationships with other people (e.g. playing together)
- c. developing independence (e.g. eating and drinking or helping to wash themselves)
- d. understanding their bodies (e.g. recognising comfort and discomfort)
- e. behaving appropriately (e.g. learning how to occupy themselves)

The progress of pupils following the Reaching Out pathway is accredited through appropriate ASDAN modules.

**Pathway 2 – Stepping On:** An exploratory curriculum for life and learning where pupils learn through play, exploration, practical activities and community involvement. The PSHE curriculum supports pupils to:

- a. Learn to co-operate with other people, to build positive relationships
- b. Take responsibility for themselves and learn how to manage their feelings.
- c. Learn the skills which will help them be more independent in adult life.
- d. Learn about the world around them and the wider community.
- e. Understand appropriate behaviour in groups and have confidence in their own abilities

For pupils following the stepping on curriculum, RSE is taught as part of the Programmes of Study for PHSE. For pupils following the stepping on curriculum, RSE is taught as part of the Programmes of Study for PHSE. These pupils continue to learn about the things which are part of the Reaching Out curriculum. They also learn about:

- a. families and different types of families
- b. body parts and bodily changes
- c. privacy and self-respect
- d. making positive choices
- e. community living and engaging with



- f. feelings and emotions
- g. keeping themselves safe

**Pathway 3 – Climbing Up:** An academic curriculum for life and learning with provision for pupils' specialist needs. Pupils access the National Curriculum Programmes of Study and the syllabi for examinations, adapted and augmented in the light of individual needs. The PSHE curriculum supports pupils learn about and develop:

- a. Self-awareness, respect for others and a sense of responsibility, so that they can play their part in the school community and become active citizens as adults.
- b. Confidence and personal independence.
- c. 'The world of work 'and develop the skills and understanding which will enable them to move into paid employment or voluntary work in adulthood.
- d. Personal Safety in the Home and Community
- e. Using Technology in the Home and Community
- f. Managing Own Money
- g. Community Action
- h. Preparation for work
- i. Environmental Awareness
- j. E-safety

For pupils following the climbing up on curriculum, RSE is taught as part of the Programmes of Study for PHSE and science. These pupils will learn about:

- a. Body parts and the reproductive system
- b. Puberty
- c. Healthy Relationships and different types of committed relationships.
- d. Sexuality and sexual orientation
- e. Safe sex and contraception
- f. Sexual health
- g. Feelings and emotions
- h. Families and different types of families
- i. Online safety and media

The progress of pupils following the Climbing Up pathway is accredited through appropriate ASDAN

**Pathway 4 –Taking Off:** The PSHE provision is designed to offer opportunities for Post 16 students to develop skills in everyday living. The areas identified aim to promote the students' ability to communicate and interact within community settings, cater for their own personal care needs, travel safely and maintain as much independence in their everyday lives as possible. For those students working at the earliest developmental levels, this means working co-actively with adults to communicate their needs and engage meaningfully in everyday



situations. For those students working at more formal levels, activities are aimed at developing their potential for supported or independent living.

The Wellbeing Programme of Study for the Post 16 Students is structured around PSHE core topics and strands such as:

**1. Health and Wellbeing**

- a) Physical activity
- b) Emotional wellbeing
- c) Medical care
- d) Sex and Relationships

**2. Living in the Wider World**

- a) Economic Wellbeing
- b) Being a Responsible Citizen
- c) Meal Preparation and Cooking
- d) Maintaining my environment
- e) Personal Care
- f) Community Living Skills
- g) Safety
- h) Using Transport, Orientation and Mobility

The progress of pupils following the Taking Off pathway is accredited through appropriate ASDAN modules. As mentioned above RSE is taught as part of the Wellbeing Programmes of Study and pupils will enable students to:

- a. To understand the changes happening in their bodies
- b. Develop an awareness of different body parts
- c. Recognise and understand the different parts of body and their functions.
- d. Recognise or understand the changes happening in their body in the adolescence.
- e. To know the difference between public and private behaviour
- f. Identify the difference between the public and private places.
- g. Develop an awareness of public and private spaces and appropriate behaviour in these spaces
- h. Develop an understanding of appropriate and inappropriate touch, personal space and privacy.
- i. Develop an awareness of other people and their rights and feelings



## 4. Confidentiality

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Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue. In accordance with safeguarding it is paramount for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. External contributors, including school nurses, must be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own. (refer to the Trust's Safeguarding Policy)

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so (if applicable). If appropriate, staff might inform the third party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/guardian. (see the Trust's Safeguarding Policy)

Our children and young people who are not able to communicate verbally may show behaviours of concern during a PSHE/RSE lesson which indicate safeguarding issues. The Trust's staff are obliged to follow the Trust's Safeguarding Policy.

An underlying principle in supporting students in our school is that all students are listened to sensitively and objectively.

## 5. Parents' right to withdraw children from aspects of PSHE

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The statutory guidance for Relationships Education and Health Education will come into effect in all primary schools from 2020, including academies, free schools and independent schools. Therefore, in Whitefield Academy Trust's primary education provision from September 2020:

- Parents will not be able to withdraw their children from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body and puberty).
- Parents will be able to withdraw their children from any aspects of Sex Education other than those which are part of the science curriculum. (Note that sex education will not be statutory in primary schools, however the new statutory guidance makes clear that schools should still provide a programme of age appropriate sex education)
- Head of schools in primary schools must grant requests to withdraw a pupil from sex education, other than where it is part of the science curriculum (although the guidance makes clear that good practice is 'likely to include the principal discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child').
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal



**In Whitefield Academy Trust's secondary education provision from September 2020:**

- Parents will not be able to withdraw their child from any aspect of Relationships Education or Health Education.
- Parents will be able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum, up to and until three terms before the age of 16.
- After that point, the guidance states that 'if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.'
- Where pupils are withdrawn from sex education, schools should document the process and will have to 'ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.'



# Appendix 1

Following the PSHE Association Guidelines, Whitefield Academy Trust follows ten principles in order to ensure effective PSHE education provision across the whole school:

1. The PSHE education plan is based on what our students already know, understand, are able to do and are able to say. For maximum impact and where it is appropriate and applicable pupils are encouraged to get involved in the PSHE education planning.
2. The PSHE education plan is a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of the children and young people.
3. The Whitefield Academy Trust has a positive approach that focuses on what children and young people can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.
4. The Whitefield Academy Trust offers a wide range of teaching and learning styles within PSHE education, with an emphasis on interactive learning.
5. The Whitefield Academy Trust provides information which is realistic and relevant and which reinforces positive social models.
6. The Whitefield Academy Trust encourages young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do from one school subject to another, and from school to their lives in the wider community.
7. The Whitefield Academy Trust recognises that the PSHE education programme is just one part of what a school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Links the PSHE education programme to other whole school approaches, to pastoral support. The Whitefield Academy Trust encourages staff, families and the wider community to get involved.
8. PSHE education is embedded within other efforts to ensure children and young people have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.
9. The Whitefield Academy Trust provides opportunities for children and young people to make important decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions or actions.
10. The Whitefield Academy Trust provides a safe and supportive learning environment where children and young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.



# Appendix 2



PSHE Policy -  
new.docx



**This policy is shared  
via the school website:  
[www.whitefield.org.uk](http://www.whitefield.org.uk)**