

Personal Social Health Education (“PSHE”)

Statement of intent

At Epinay School we are committed to providing a broad and balanced curriculum that promotes students’ spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

We believe that a strong PSHE education is important to help our students develop into well-rounded members of society, who can make a positive contribution to their community. Our PSHE curriculum is strongly tied to our RSE, relationships, health education and pastoral care.

The vision for students, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE ‘Keeping children safe in education’ 2024
- DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’
- DfE (2019) ‘School and college security’
- DfE (2014) ‘National curriculum in England: framework for key stages 1 to 4’
- DfE (2022) ‘Personal, social, health and economic (PSHE) education’
- DfE (2021) DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’

This policy will be followed in conjunction with the following school policies and procedures:

- Complaints Procedures Policy
- RSE Policy

Roles and Responsibilities

The governing board is responsible for:

- Ensuring the school’s PSHE Policy is implemented effectively.

- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Deputy Head is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all students at all times.
- Liaising with other SHT, staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all students to achieve their full potential.
- Acting as a positive role model for all students and staff members.

The PSHE teachers will ensure they:

- work closely with their colleagues and ensure that content is planned and taught in line with the following policies: Relationships, Sex and Health Education (RSE) Policy.
- implement the PSHE scheme of work
- purchase and maintain the availability of high quality resources.
- maintain an overview of current trends and developments within the subject.
- consult with parents and carers to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- will work with parents and carers throughout the year and will ensure that parents and carers are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

Aims and Structure of the PSHE curriculum is to:

- ensure that the skills and knowledge gained in phases 1-3 prepares students for adulthood and for qualification based learning in phases 4 and 5.
- develop student knowledge on drug education.
- develop greater knowledge of financial education.
- develop sex and relationship education (SRE).
- recognise the importance of physical and mental wellbeing and the importance of diet for a healthy lifestyle.
- understand how to keep themselves safe in the community they live.
- increase and develop skills, concepts, knowledge and attitudes of the people and wider world around them.
- understand and be part of a healthy relationship

- be prepared for potential employment, within the wider world as well as understanding charities and voluntary work.
- increase understanding of the present through the understanding of topical issues.
- develop and use their skills in research, debate, discussion, and sharing of information.
- develop an interest in themselves, their community and the world, arousing their curiosity and motivation to learn.
- develop a sense of identity through learning about the world.
- develop lifelong habits in caring for themselves and the environment.
- support and develop their own physical and mental health by engaging with their local and wider communities.

Curriculum content

Content is adapted and tailored to the needs and abilities of the individual students and to the needs of the phase group. Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations. PSHE lessons will be delivered by appropriately trained members of staff through a variety of opportunities including:

- **Use of external agencies and services**
- **School ethos**
- **Small group work interventions**
- **Cross-curricular links**
- **Assemblies**
- **Enrichment days**
- **Outside visits and guest speakers**

The school will use direct teaching via timetabled lessons to teach PSHE. Students will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Students' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the students being taught, with consideration of:

- students' ability.
- students' age.
- students' current knowledge on and readiness to learn about the topic being covered.
- students' cultural backgrounds

All planning is informed by our scheme of work to prepare happy, confident and independent learners prepared for adulthood. The planning uses and widens the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan. This plan takes into consideration the local area, safeguarding and resources. The SOW will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year. All aspects of which comply with legislation and national guidance, this includes the teaching of RSE, Health Education, Economic well being, Careers Education, Information, Advice and Guidance (CEIAG) across school, enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum. PSHE education will address both students' current experiences and preparation for their future.

Safeguarding, Reports of Abuse and Confidentiality

- The school recognises the role it plays in preventative education and will ensure that students are taught about how to keep themselves and others safe, including online.
- The school will implement a whole-school approach to PSHE that prepares students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.
- Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse.
- Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their students as far as possible, in compliance with the school's Confidentiality Policy.
- Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by students. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.
- PSHE teachers will encourage students to discuss the issues raised in the lesson with a member of staff if they wish to do so. Students will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.
- The DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

All staff are aware of what constitutes child-on-child abuse. This is likely to include, but may not be limited to, the following:

- Bullying (including cyberbullying).
- Physical abuse, e.g. hitting, kicking, hair pulling.
- Sexual violence, e.g. rape, assault by penetration and sexual assault.
- Sexual harassment, e.g. sexual comments, online sexual harassment, jokes. These may be stand-alone or part of a broader pattern of abuse.
- Up skirting (taking a picture under a person's clothes without their awareness, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or harm).
- Sexting
- Initiation/hazing type violence and rituals.
- Prejudice insults and incidents including LGBT+

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school, changes in friendships/relationships with older individuals or groups, a significant decline in performance.
- Signs of self-harm or a significant change in wellbeing.
- Signs of assault or unexplained injuries.
- New possessions or unexplained gifts could indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff are aware of the associated risks surrounding students' involvement in serious crime, and understand measures in place to manage these.

If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.

Staff are aware of KCSIE advice concerning what to do if a student informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.

Every lesson reinforces that, if students have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their PSHE teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.

The school invites external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.

The school is aware that, when teaching new subjects, topics including self-harm and suicide may be raised by students. Teachers recognise the risks of encouraging or making suicide seem a more viable option for students, and avoid material being instructive rather than preventative. To prevent this, teachers avoid giving instructions or methods of self-harm or suicide and the use of emotive language, videos or images.

Assessment and Record Keeping

- The school sets the same high expectations of the quality of students' work in PSHE as for other areas of the curriculum. A strong curriculum will build on knowledge students have previously acquired, including from other subjects, with regular feedback on their progress.
- Students' knowledge and understanding is assessed through formative assessment methods such as discussion, writing, research, drama/role-play, interviewing each other, using computer skills, visits to the local area and discussions and interviews with professionals in school and within the community.
- Students progress is monitored using the school tracking system termly.
- Progress is monitored through the numerical tracking of objectives met within each phase. It is aimed at ensuring the needs of all learners can be met with small steps identified to effectively measure progress.
- Marking is in line with the school marking policy.

Withdrawal From Lessons

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE. The school will uphold that parents do not have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education will be made **in writing** to the headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the student, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the student confidential file.

Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the pupil turns 16. After this point, if the student wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the pupil with sex education.

Students who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for some students based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all students. The school will be aware that some students are more vulnerable to exploitation, bullying and other issues due to their characteristics.

Teachers will understand that they may need to liaise with the safeguarding team and adapt their planning where necessary..

Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

Homework

Homework will be given in PSHE to all students in accordance with Epinay's Homework Policy and its expectations

Policy approved by Governors:	January 2026
Date of next review by Governors:	January 2027