

PHSE Policy

March 2026



1. Policy Scope and Accountability

- Staff, governors, parents, Ofsted, Local Authority and the wider school community should have regard to this policy. A paper copy of this policy is also available to parents on request.
- Accountability for leading administering, implementing and reviewing policy rests with the school leadership.
- Accountability for performing as policy requires rests with all staffs. Policy can be found on the Website and on the Staff S:Drive.

2. Policy Statement

Chellow Heights School provides a safe, secure, caring environment where everyone is valued and respected equally. The wide range of needs within Chellow Heights include Autism Spectrum Disorder, Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Physical Disabilities, Multi-Sensory Impairment, Visual and Hearing Impairment and Speech, Language and Communication Needs. We aim to provide an inclusive education where children develop independent learning skills and are taught according to their needs, whatever their age, gender, background, beliefs or abilities. As a dual sited school, wherever possible the ethos and approaches are replicated across both sites. We have had regard to legislation re disabilities, race relations and special education needs and national, and local policies and procedures. Taking into consideration the needs of the children within Chellow Heights, the PSHE curriculum (including statutory Health and Relationship Education) has been developed from the PSHE Association SEND Planning Framework to ensure the children access a PSHE education that is appropriate to their level of development.

3. Introduction

This policy covers our school's approach to all statutory areas of personal, social, health and economic (PSHE) education and the statutory guidance for Health and Relationships Education (HRE). PSHE is an integral part of the children's learning and is present throughout the whole school day. PSHE at Chellow Heights is taught in direct lessons as well as cross curricular and individualised learning. The PSHE curriculum at Chellow Heights was created from the PSHE Association SEND Planning Framework which takes the DfE's Statutory Guidance for Relationships Education and Health Education and adapts the learning to suit the needs of children with special educational needs. We feel this adaptation will support the needs of the pupils at Chellow Heights to access PSHE topic areas. This policy reflects the ethos and philosophy of school and the importance we place on supporting the children to be as independent as possible. Teaching the children to self-regulate, be safe and look after themselves is a vital part of the learning that takes place within Chellow Heights. Learning life skills are integrated throughout the day to enable the

children to develop skills that are personalised to them. The PSHE curriculum has links with Computing through online safety topics, this can be seen in the Online Safety policy. The curriculum has been designed to ensure that not only a broad range of topics are covered but also that these are accessed across the school years in order to allow for progression within units and across the key themes. As the topics are visited on an individual basis (at the correct level for the children in each pathway), there is the opportunity to revisit key learning at vital points throughout their curriculum journey to allow the curriculum to remain bespoke to their individual needs

4. Aims

In Personal, Social and Health Education it is intended PSHE will be taught and resourced appropriately, to promote learning through the following aims:-

- To develop self-care skills to become as independent as possible and understanding how to keep safe; who to trust; how to keep safe online and things that are public and private.
- To develop their self-awareness and self-regulation by understanding kind and unkind behaviours; knowing what we are good at; how to work and play together well; how to get along with others and people who are special to us.
- To express feelings as well as how to manage strong feelings.
- To learn about how we change and grow from a baby to an adult; changes at puberty; dealing with touch and different types of relationships.
- To learn about healthy eating: how to take care of our health including physical and mental health and hygiene.
- To explore the world that we live in. To understand respect and the differences between people; jobs that people do; the rules and law that we follow; how to take care of the environment; money, how to use it and what it means to afford things; and what it means to belong to a community.

5. Cultural Capital Statement

The Physical, Social, Health and Economic Curriculum at Chellow Heights School has been designed to meet the requirements of the DfE Statutory guidance, whilst providing a personalised approach in order to meet the specific needs of the children who attend Chellow. PSHE helps pupils to develop their cultural capital, by giving them the experiences, skills and knowledge required to succeed as individuals, both within their families and as members of a wider society. PSHE can provide opportunities and experiences to prepare all children for future success, irrespective of an individual's background or social class.

Some of the specific opportunities we provide at Chellow Heights include:

- Trips within the local area to explore local amenities and learn about different cultures and the world around us.

- Inviting visitors into school, such as people who keep us safe or people who keep us healthy.
- The opportunity for children to provide the pupil voice through School Council and Rights Respecting Schools, for events happening throughout the school year.

Our PSHE curriculum provides opportunities for children to learn about a range of different cultures to build up our pupil's experiences and knowledge of the world around them. Our PSHE skills progression grid ensures there are specific opportunities for children to learn about their own culture, upbringing, families and beliefs as well as learning about their peer's backgrounds, cultures and beliefs too. By delivering our curriculum effectively and providing these opportunities for all, including those who may not be able to access them outside of school, we can build upon pupil's determination and desire to reach their full potential as well as becoming more independent later in life.

6. Procedures

Teaching and Learning

Pupils follow the statutory requirements of the EYFS and PHSE and where relevant the English National Curriculum Programmes of Study, drugs education and linking with Relationships and Sex Education (RSE). These are differentiated to match the range of ability within the school, using the PSHE Association document.

PSHE is taught in a cross curricula manner through a topic-based approach on a two-year cycle (see Appendix 1).

The majority of pupils are working below National Curriculum Standards and require a modified curriculum or sensory curriculum to develop knowledge and skills.

The PSHE team together with other school colleagues will ensure that there are range of appropriate resources and equipment to support teaching.

Definitions

PSHE stands for Personal, Social, Health and Economics Education.

RSE stands for Relationships and Sex Education.

Roles and Responsibilities

The Governors and the Headteacher will ensure adherence to this policy and legal reporting requirements

Staff will act in accordance with the policy copy can be found on the S;Drive

The PSHE team will have responsibility for

maintaining a curriculum folder, which will contain PSHE policy, Attainment and Progression analysis, examples of moderated work, Action plan for subject development, resources audit and orders information.

Producing an initial draft of the PSHE policy, ensuring it is ratified and subsequently monitored appropriately

Completing an action plan to ensure that the subject continues to be developed, pupils continue to progress in attainment and achievement and is appropriately resourced within the principles of best value

Working with the local and wider community, both mainstream and special school, with school nursing team, Health Promotions Team and with families to ensure that high quality PSHE is supported.

The Senior Leadership Team will have responsibility for

Monitoring the action plan of the PSHE team

Providing time and appropriate funding as appropriate linked to the School Action Plan

The Governing Body will have responsibility for

Ensuring that the policy and action plans for PSHE meet statutory requirements and ensures school development

Assessment, Recording and Reporting

See ARR policy

Supporting Documentation Links

- Behaviour Policy
- Care and Control Policy
- PE Policy
- RSE Policy
- Online safety policy
- Safeguarding policy
- Substance Misuse and Drugs Education
- Health and Safety

Appendix 1

Curriculum

The PSHE curriculum will be taught on a 2 year program linked with PSHE Association Guidance and the EYFS and taken from the 3 core themes of: Health and Well Being, Relationships and Living in the Wider world (Economic Well Being and Being a Responsible citizen)

- **EYFS**
Self-confidence and self-awareness, Managing feelings and behaviour and Making relationships
- **Key Stage 1 and 2**
Themes of the PSHE curriculum are:
 - Self-awareness
 - Self-care, support and safety
 - Managing feelings
 - Changing and growing
 - Healthy lifestyles
 - The world I live in

Implementation of PSHE curriculum PSHE at Chellow Heights is taught through direct teaching and cross-curricular teaching. Within the curriculum medium term, classes are given 3 topics to cover over the year. Some aspects of these topics lend themselves towards direct teaching whereas others are more appropriate to be taught across the curriculum.

The pupils at Chellow Heights all have Personalised Learning Goals (PLG's) with individualised targets from B Squared. Individual targets associated with PSHE are taken from the sections:

Engagement steps;

Cognition and Learning; Realisation, Exploration, persistence, Initiation.

Communication and Interaction, both Expressive and Receptive and Social, Emotional and Mental Health.

Progression Steps;

PSHE; Citizenships, Health and wellbeing and relationship education. The curriculum has been designed so that the children will learn about aspects of PSHE that is appropriate for their level of understanding and they will get opportunities to revisit areas of the curriculum throughout their time at Chellow Heights. PSHE will be taught directly by teachers and HLTA's however all staff at Chellow Heights will teach pupils aspects of the PSHE curriculum throughout the day for example individual PLG targets; independence and self-help skills; and safety. Those leading PSHE lessons ensure that learning is appropriately planned to the ability and understanding of the children within their lessons.