

PHSE Policy

(Personal, Social, Health and
Economic Education)

Iford Academy

Version	V0.01
Approval Date	1 st September 2026
Approved	Principal
Lead Reviewer	Francesca Martin
Review Date	1 st September 2027

Audience

This policy is intended for use by all support, teaching staff and management of Iford Academy.

Policy Statement

At Iford Academy, we believe that Personal, Social, Health and Economic (PSHE) Education is fundamental to preparing pupils for successful, healthy and fulfilling lives. Our curriculum supports pupils to develop the knowledge, skills, attributes and character needed to navigate the challenges and opportunities of modern Britain.

As a specialist provision for pupils with Social, Emotional and Mental Health (SEMH) needs, PSHE forms a central part of our curriculum offer. Learning is designed to be inclusive, therapeutic, relational and responsive to individual need. Through high-quality teaching and meaningful experiences, pupils are supported to develop emotional literacy, resilience, self-regulation, positive relationships and independence.

Our approach reflects the principles of evidence-informed PSHE education promoted through leading curriculum providers such as PSHE Association and Uni Frog whilst being personalised to the context and needs of Iford Academy learners.

1. Aims

The PSHE curriculum at Iford Academy aims to:

- Develop confident, resilient and responsible young people.
- Promote positive mental health and emotional wellbeing.
- Support pupils in understanding and managing emotions.
- Enable pupils to build and maintain healthy relationships.
- Prepare pupils for life beyond school.
- Promote respect, equality, diversity and inclusion.
- Develop pupils' understanding of personal safety, including online safety.
- Foster independence and preparation for adulthood.
- Encourage pupils to become active and responsible members of society.
- Equip pupils with the knowledge and skills needed to make informed decisions.

2. Statutory Requirements

This policy is informed by:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (DfE)
- The Equality Act 2010
- The SEND Code of Practice (2015)
- Keeping Children Safe in Education (KCSIE)
- The Ofsted Education Inspection Framework

PSHE includes statutory Relationships Education, Health Education and Careers Education alongside wider personal development learning.

3. Curriculum Intent

Our PSHE curriculum is designed around three core themes:

Health and Wellbeing

Pupils learn about:

- Physical health
- Mental wellbeing
- Emotional regulation
- Self-awareness
- Healthy lifestyles
- Personal hygiene
- Substance misuse awareness
- Managing risk
- Self-esteem and confidence
- Coping with change and transitions

For SEMH Learners

Particular emphasis is placed upon:

- Understanding emotions

- Trauma-informed approaches
- Self-regulation strategies
- Anxiety management
- Building resilience
- Seeking support appropriately
- Developing positive self-identity

Relationships

Pupils learn about:

- Respectful relationships
- Friendships
- Family relationships
- Healthy boundaries
- Consent
- Online relationships
- Bullying and discrimination
- Conflict resolution
- Communication skills
- Diversity and inclusion

For SEMH Learners

Learning is supported through:

- Explicit teaching of social skills
- Restorative approaches
- Modelling healthy interactions
- Scenario-based learning
- Reflection and discussion

Living in the Wider World

Pupils learn about:

- Careers and aspirations

- Financial education
- Employability skills
- Community participation
- Rights and responsibilities
- British Values
- Citizenship
- Enterprise
- Preparation for adulthood

At Key Stage 4 there is a strong focus on:

- Work experience
- Interview preparation
- Workplace expectations
- Independent travel
- Further education pathways
- Employment skills

4. Curriculum Implementation

PSHE is delivered through:

- Timetabled PSHE lessons
- Tutor sessions
- Assemblies
- Enrichment activities
- Careers education
- Work experience programmes
- External speakers and workshops
- Cross-curricular opportunities

Teaching is carefully adapted to meet the needs of SEND and SEMH learners.

Strategies include:

- Visual supports
- Structured routines
- Explicit vocabulary teaching
- Scaffolding and modelling
- Social stories
- Chunked learning activities
- Repetition and reinforcement
- Practical learning experiences
- Sensory and movement breaks where required
- Therapeutic and restorative approaches

Lessons are delivered within a safe, supportive and predictable environment.

5. SEND and SEMH Provision

The needs of pupils with SEND and SEMH are at the centre of curriculum planning.

Staff recognise that many pupils may have experienced:

- Adverse Childhood Experiences (ACEs)
- Trauma
- Interrupted education
- Mental health difficulties
- Difficulties with social communication
- Low self-esteem
- Attachment difficulties

Teaching approaches therefore prioritise:

Safety

Pupils feel emotionally and physically safe.

Relationships

Strong relationships underpin all learning.

Regulation

Support is provided to help pupils regulate emotions and behaviours.

Engagement

Learning is relevant, purposeful and accessible.

Independence

Pupils are prepared for adulthood and future success.

6. Relationships and Sex Education (RSE)

RSE is delivered as part of the wider PSHE curriculum and reflects statutory guidance.

Topics include:

- Healthy relationships
- Consent
- Respect
- Personal boundaries
- Online safety
- Puberty
- Sexual health
- Exploitation and abuse awareness
- LGBTQ+ inclusion
- Respectful behaviour

Delivery is age-appropriate, inclusive and adapted to meet individual pupil needs.

Some elements of sex education remain non-statutory and parents retain the legal right to request withdrawal from these specific lessons. Attached in Appendix 1 is a copy of RSE Withdrawal Guidance and Procedure and letter

7. Safeguarding

PSHE makes a significant contribution to safeguarding.

Pupils learn how to:

- Stay safe online
- Recognise harmful situations
- Report concerns

- Access help and support
- Understand healthy and unhealthy relationships
- Identify trusted adults
- Manage risk

Staff remain alert to safeguarding disclosures that may arise during PSHE lessons and follow academy safeguarding procedures.

8. Equality, Diversity and Inclusion

Iford Academy is committed to fostering an inclusive environment where everyone is valued and respected.

PSHE promotes understanding of:

- Protected characteristics
- Equality
- Diversity
- Inclusion
- Respect
- Community cohesion

All pupils are entitled to access a broad and balanced PSHE curriculum regardless of:

- Disability
- Race
- Religion or belief
- Sex
- Sexual orientation
- Gender reassignment
- Socio-economic background

9. Assessment

Assessment in PSHE is formative and developmental.

Teachers assess learning through:

- Discussion
- Pupil voice
- Reflection activities
- Self-assessment
- Questioning
- Knowledge checks
- Practical tasks
- Observation

Assessment focuses on progress in:

- Knowledge
- Understanding
- Skills
- Confidence
- Decision-making

10. Careers and Preparation for Adulthood

Preparation for adulthood is a key outcome of PSHE at Iford Academy.

Pupils will develop:

- Career aspirations
- Employability skills
- Financial literacy
- Independence skills
- Workplace readiness
- Communication skills
- Problem-solving skills

The curriculum aligns with Gatsby Benchmarks and supports successful transitions into further education, training or employment.

11. Monitoring and Evaluation

The PSHE Lead is responsible for:

- Curriculum planning
- Resource development
- Monitoring standards
- Supporting staff
- Evaluating impact

Monitoring activities may include:

- Lesson observations
- Learning walks
- Planning scrutiny
- Pupil voice
- Staff feedback
- Behaviour and wellbeing data analysis

Findings are used to inform curriculum development and ongoing improvement.

12. Review

This policy will be reviewed annually or sooner if statutory guidance changes.

Policy Lead: PSHE Lead

Headteacher: -----

Chair of Governors: -----

Date Approved: -----

Review Date: -----

Iford Academy Mission Statement for PSHE

"At Iford Academy, we empower young people to understand themselves, build positive relationships, make informed decisions and develop the confidence, resilience and independence needed for success in adulthood"

Appendix 1- RSE Withdrawal Guidance and Procedure (KS3–KS4)

1. Purpose

This document outlines the procedure for parents/carers requesting the withdrawal of their child from certain parts of the Relationships and Sex Education (RSE) curriculum, and how the school ensures that SEND pupils continue to receive appropriate education in line with statutory requirements.

2. Legal Framework

- Under the DfE Statutory Guidance (2019), parents have the right to withdraw their child from sex education (not relationships education or health education) up to three terms before the child turns 16.
 - After this point, pupils can choose to receive sex education themselves.
 - Schools must continue to deliver statutory relationships and health education, which cannot be withdrawn from.
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3. SEND Considerations

- The RSE curriculum will be differentiated to meet the needs of pupils with SEND.
 - Content may be adapted, simplified, or delivered 1:1 to ensure accessibility and understanding.
 - The SENDCo will work with class teachers and parents to ensure the pupil's needs and EHCP outcomes are met.
 - Withdrawal will only be considered after reasonable adaptations have been offered.
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4. Requesting Withdrawal

Parents/carers wishing to withdraw their child from any aspect of sex education must:

1. Submit a written request to the Headteacher (see form below).
 2. Attend a meeting with the Headteacher and/or RSE Lead and SENDCo to discuss the request.
 3. Review how alternative provision will be made.
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5. Alternative Provision

- Pupils withdrawn from sex education will work on an alternative curriculum (e.g., personal development, safeguarding, wellbeing, or social communication skills).
 - This will take place in a supervised setting.
 - The pupil's absence from RSE will be recorded but will not negatively affect attendance figures.
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6. Safeguarding

- The school remains committed to safeguarding all pupils.
 - Staff will ensure that pupils who are withdrawn are still given access to key information around healthy relationships, consent, and keeping safe online, where appropriate.
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Appendix A – Parent/Carer Request to Withdraw from Sex Education

Pupil Name: -----

Tutor Group: -----

Parent/Carer Name: -----

Reason for Request: -----

☐ I wish to withdraw my child from all sex education lessons.

☐ I wish to withdraw my child from specific topics (please specify): -----

Signature: ----- Date: -----

Headteacher Signature: ----- Date: -----

SENDCo Signature: ----- Date: -----

Notes/Agreed Alternative Provision: