PSHE Policy

Approved by:	Penny Harris (Director) Jane Cox (Director) Maria Roberts (Head Teacher)	**Date:** 9th November 2026
Last reviewed on:	1st September 2026	
Next review due by:	1st September 2027	

All policies are generated and reviewed with an awareness of equality and diversity in relation to pupils, staff and visitors. All policies are generated and reviewed placing safeguarding and wellbeing at the heart of all that we do.

1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to help pupils:

- Promote a sound understanding of risk and the knowledge and skills necessary to make safe and informed decisions.
- Promote the social and emotional skills that underpin effective learning.
- Promote the emotional health and well-being of all pupils.
- Promote the needs and interests of all pupils.
- Promote positive relationships.
- Understand how to stay healthy and active
- Positively contribute to school life and life in the wider community
- Develop an understanding of democracy and how to voice their views
- Promote an understanding of personal safety in the physical world, including road, rail, water and fire safety.
- Obtain the digital literacy needed to navigate modern online risks, including emerging technologies and financial exploitation.
- Promote emotional resilience by helping pupils understand and manage complex life experiences, including grief, loss and bereavement.

2. Statutory requirements

At On Track the Independent School Standards require us to provide PSHE for all pupils. The school's PSHE curriculum should reflect its aim and ethos; and it is a requirement that the PSHE curriculum must be designed to encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows: a. age b. disability c. gender reassignment d. marriage and civil partnership e. pregnancy and maternity f. race g. religion or

belief h. sex i. sexual orientation

We are also required to teach relationships and sex education (RSE) under section 34 of the Children and Social Work Act 2017. This policy, alongside our separate RSE policy, complies complies fully with the statutory Relationships and Sex Education and Health Education 2025 Guidance issued by the Department for Education (DFE).

We must teach health education under the same statutory guidance.

3. Content and delivery

3.1 What we teach

At On Track, Barnstaple we teach PSHE using the Personal Growth and Wellbeing Programme (SWEET Education) which provides a comprehensive PSHE curriculum, including all of the required aspects of PSHE and RSE. In addition to this we also use planning and resources derived from the PSHE Association. This comprehensive and flexible approach supports the delivery of AQA Unit Awards, WJEC Awards and BTEC Level 1 and 2 qualifications as appropriate.

In line with statutory guidance, we maintain complete transparency with parents and carers. All PSHE curriculum overviews and resources are available for parents and carers to view on request.

Details of the RSE curriculum, including intimate relationships, sexual health and consent can be found in the RSE policy which can be found on the school's website.

3.2 How we teach it

All students receive discrete weekly PSHE lessons delivered by trusted staff using the PGW course and/or planning derived from the PSHE Association. The PSHE programme and resources teach valuable skills to help students lead happier, healthier, and more successful lives. It creates opportunities for engaging conversations about life's big issues, and helps learners to gain a better knowledge of themselves and the world around them.

This core offer is supplemented by additional SMSC opportunities such as special events and tutor time topics, and ad hoc PSHE discussions whenever opportunities arise. External specialists may be commissioned to deliver some aspects of the curriculum, including drugs education and RSE. Teaching will also make use of national and international awareness days to encourage focus and provide context.

PSHE is connected to other parts of the curriculum, where appropriate, and further opportunities are provided through enrichment activities to provide a holistic approach. PSHE is also embedded throughout the school day as the students are supported by staff to make positive choices and understand their own emotions and how they can have an impact on others. Individual students may be signposted towards and supported to access specialist additional support around any issues that may emerge.

Teaching methods will be appropriate to students' individual needs and preferred ways of learning. Lessons involve different teaching methods to engage students and support an inclusive learning environment. Specific approaches are outlined in Personal Learning Plans.

Staff delivering PSHE demonstrate high standards of personal and professional conduct, showing tolerance of and respect for the rights of others, and ensuring their personal beliefs are not expressed in ways which break the law or exploit pupils. Regular CPD opportunities aim to provide staff with the knowledge and confidence to teach around challenging topics. Resources used are regularly reviewed to ensure they remain up-to-date and relevant. Teachers are encouraged to discuss any concerns relating to the PSHE and RSE programme with the subject lead and school leadership team. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't need to seek answers online.

All students will have the opportunity to achieve qualifications in PSHE, including AQA Unit Awards, WJEC Qualification in Personal and Social Development; and BTEC Level 1 and 2 Awards or Certificates in Personal Growth and Wellbeing, as appropriate.

Assessment following school systems will also be used to inform parents/carers of the progress made in PSHE via termly reports, success forms, parent evenings and phone calls or letters home where appropriate. Teaching staff or a member of the senior leadership team may also contact parents/carers where concerns may be identified around particular areas of learning.

4. Roles and responsibilities

4.1 The directors

The directors will approve the PSHE policy, and hold the head teacher to account for its implementation.

4.2 The head teacher

The head teacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHE is monitored by the leadership team, head teacher and the directors through regular quality assurance activities including observations, learning walks and work scrutinies.

This policy will be reviewed by the directors and head teacher annually.

6. Links with other policies

This policy links to the following policies and procedures:

Safeguarding and Child Protection Policy

Online Safety Policy
Spiritual, Moral, Social and Cultural Development Policy
Anti-bullying Policy
Equality and Diversity Policy
Pupil Voice Policy
Drug and Substance Misuse Policy
Relationship and Sex Education Policy