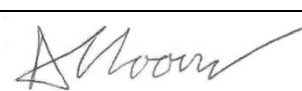


**PSHE Policy****Last Reviewed Date:** 17/09/2025

Headteacher:		Date:	24/09/2026
Subject Leaders:	 	Date:	23/09/2026

Date of Next Review: September 2027**Subject Leaders:** Alex Cloona, Sam Wood Megan Trigg

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1. The Nature of PSHE

The nature of Personal, Social and Health Education at Amwell View is that we recognise that the development of all our pupils' social and emotional wellbeing is at the centre of our practice.

This view reflects our child centred approach to curriculum planning for individual pupils. Their physical, social, moral and emotional development is an important aspect of their learning across the curriculum.

PSHE teaching can be evidenced across the curriculum as pupils learn about their own personal development. Pupils will learn about managing themselves, coping with others, coping with transitions, communicating effectively, handling money, eating healthily and exercising regularly.

Relationships and Sex Education (RSE) is embedded within our teaching of PSHE. It includes lifelong learning about physical, sexual, moral, and emotional development, alongside online safety, including exposure to AI generated content, for whom it is deemed appropriate. It is about the understanding of the importance of stable and loving relationships, which are built on respect. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes. This is not the task of the school in isolation, and we seek to work with parents and carers to ensure that the teaching of RSE reflects their expectations and complements teaching at home. RSE topics are set within the wider context of the PSHE curriculum, and they focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and, where appropriate, reproduction is included.

2. The School Policy and National Curriculum

The school policy (also see autism policy) fulfils the requirements of the QCA guidelines which matches the learning styles and abilities of all pupils. This will enable them to:

- Know about their bodies and how to look after themselves
- Learn about healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education
- Recognise and express their feelings and emotions and give them strategies for coping with them
- Know and practice socially acceptable behaviour
- Understand the meaning of friendship and different levels of love and develop the skills needed to form relationships
- Learn how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- Recognise challenging situations and practise strategies for dealing with them
- Through careers education and guidance, to develop the skills and confidence to make realistic and informed decisions about their futures

PSHE covers Relationships Education at key stages 1 and 2, Relationships and Sex Education (RSE) at key stages 3, 4 & 5 and Health Education from key stage 1 to 5.



Statutory content is covered by learning opportunities for each key stage across the Programme's six core themes: Self Awareness, Self-care, Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I live in.

At KS3 and KS4, the elements of Citizenship that are relevant and appropriate for our pupils are covered within PSHE and Careers lessons.

Ultimately, we aim to prepare our pupils for the transition from school to their adult life.

3. Delivery of the curriculum

The curriculum is delivered in a variety of ways to match the learning styles and abilities of each pupil and meet the needs of pupils with a diagnosis of Autism, PMLD and SLD.

Modes of delivery:

- Visual representation
- Practical experience within school and out of school for some pupils
- Modelling
- Pictorial presentation
- A range of communication media – signs, symbols and augmentative aids.
- Social stories
- Auditory presentation
- Multi-sensory experience
- IT resources
- Investigative play
- Exploratory play
- Role play
- Songs and rhymes
- Didactic approach
- Extra-curricular jobs and activities
- Use of the wider community

4. Staffing and Resources

Overall curriculum responsibility: Alex Cloona, Sam Wood, Megan Trigg. It is the responsibility of the subject leaders to monitor and evaluate the teaching of PSHE through; lesson observations and moderation of exemplar work via Tapestry. It is the subject leaders responsibility to review the PSHE overview and to maintain and order whole school PSHE resources. Each class teacher will plan, deliver and evaluate their PSHE teaching to meet the needs of their pupils.

5. Cross Curricular Approach

PSHE underpins the whole of the National Curriculum. It has particularly strong links with Careers Education, English, Science, PE and Design Technology.



It is also a vehicle to reduce the risk of extremism and preparing young people for life in modern Britain with the ability to challenge the expression of extremism, which is contrary to fundamental British values.

6. Assessment

Teachers are required to provide evidence of pupil progression for each academic year (progression from a starting point – September-July).

Teachers plan termly objectives across the curriculum subjects to meet the needs of the individual based on their Education, Health and Care plans (EHCP). These objectives are then embedded into half termly lesson plans where the curriculum is delivered.. Teachers and TAs will use assessment for learning strategies to assess pupil progress throughout each lesson and the school day. The use of formative assessment for each child supports the monitoring of ongoing progress across a sequence of lessons. Evidence of progression will be added to Tapestry and shared with parents and carers.

A reflective annotation is written on priority objective sheets to provide a context to an individual's learning explaining;

- How, What, When - Context – How they have approached learning, the level of support the pupil has had, generalisation of skill and time frame.

Teachers complete formative evidence of pupil progress termly. This provides pupil progress data highlighting how many priority objectives were set and achieved. This enables the teacher and SLT to analyse the quality of the objective and the progress made. This in turn will provide an insight into the quality of planning and differentiated delivery.

Evidence may take the form of a case study to summarise specific situations or events that have impacted an individual's education, such as a significant trauma or illness that a pupil may have experienced during that academic year resulting in little or no progress.

As our chosen best fit summative tool, teachers will assess termly using B Squared Engagement and Progression Steps. Information and data is held at school.

As a result of the data gathered, teachers may use other tools that are more appropriate for individual pupils alongside which currently include the use of B Squared progressive criteria and or Routes for Learning (RfL).

Other assessments may include visual assessment tools, Childhood Autism Rating Scale (CARS), reading tests, receptive and expressive language tools (e.g. REEL) and Teacher Assessment. This data may determine movement to different educational provision, but consideration is given to the needs of the whole child and not just focused on assessment results. The functionality of pupils, their ability to regulate behaviour and to maintain skillsets is as much an aspect of attainment within the assessment and placement process as assessment results.

Routes for Learning (RfL)

Routes for Learning (RfL) is used as an additional tool to plan for progression for some identified pupils. RfL is a Welsh initiative developed by teachers to improve and assess social, communication and cognitive skills of learners with profound and multiple learning difficulties, and additional disabilities.



Route Maps offer a number of pathways for learning, encompassing early developmental milestones. Each pupil following RfL has their own personalised RfL Route Map.

RfL complements our existing B Squared assessment tool by providing additional breadth to the early P-Level descriptors.

7. Pupils' Presentation and Recording

Pupil's learning may be presented through:-

- Practical experience
- Demonstration
- Video
- Photo
- Oral/sign/gesture
- Pictorial
- Formal
- Computer generated/assisted with software
- Written
- Discussion
- Questioning
- Reflection of learning

Achievements may be recorded and celebrated in:-

- Tapestry
- EHCP reviews
- Curriculum files/recorded data
- Parent teacher consultations
- Achievement assembly
- The giving of trophies and certificates.
- Assemblies

8. Review Procedures

The policy is to be reviewed, by the co-ordinator, annually or earlier if necessary.