



Progression 2 Work

Personal, Social, Health and Economic Education (PSHE) Policy

(To be read in conjunction with the RSHE Policy, Curriculum Policy, Assessment and Feedback Policy, and Marking and Feedback Policy)

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Contents

1. Introduction and School Context
2. Aims
3. Statutory Requirements
4. Curriculum Intent
5. Curriculum Implementation - Our PSHE Pathways
6. How We Teach PSHE
7. Assessment in PSHE
8. Relationships, Sex and Health Education (RSE)
9. Safeguarding, Reports of Abuse and Confidentiality
10. Roles and Responsibilities
11. Monitoring and Evaluation
12. Compliance with Independent School Standards
13. Links to Other Policies

1. Introduction and School Context

Progression 2 Work is an independent special school catering for students aged 11-16 with SEND and additional needs. Our students work across a range of abilities from KS1 to KS4. We operate across multiple settings: our main hub, an employability centre, and through 1:1 outreach provision.

Personal, Social, Health and Economic Education (PSHE) is at the heart of our curriculum. PSHE helps students develop the knowledge, skills, and understanding they need to lead confident, healthy, independent, and fulfilling lives.

PSHE equips students with:

- The ability to make safe, healthy, and responsible choices
- Understanding of relationships, consent, and boundaries
- Knowledge of physical and mental health and wellbeing
- Skills for employability and financial capability
- Understanding of rights, responsibilities, and citizenship
- Resilience to navigate challenges and risks
- Respect for diversity, equality, and difference

PSHE is taught through:

- **1 dedicated PSHE lesson per week** (45 minutes) for all students
- **Daily mentoring** - class gatherings every day where students discuss wellbeing, relationships, and personal development
- **Celebration gatherings** - 2-3 times per term, recognising achievements and reinforcing positive values
- **Cross-curricular links** - PSHE themes embedded across all subjects
- **External visitors and agencies** - supporting specific topics (e.g., Nottinghamshire Police, Notts CAMHS, Unity AP taskforce, Switch Up mentors)
- **Trips and visits** - real-world learning experiences
- **Assemblies and group activities** - exploring PSHE themes as a school community

PSHE is adapted to meet the needs of students with SEND working at different levels (KS1 to KS4), ensuring all students can access essential knowledge and develop confidence for life beyond school.

2. Aims

The PSHE curriculum at Progression 2 Work aims to equip students with the knowledge, skills, and understanding required to make safe, healthy, and responsible choices throughout their lives.

The curriculum supports students' personal development by addressing relationships, health, wellbeing, safeguarding, equality, citizenship, careers, and preparation for adulthood.

Our PSHE Curriculum Aims to:

- **Promote health and wellbeing** - students understand how to maintain physical and mental health, manage emotions, and seek support when needed
- **Develop healthy relationships** - students understand respectful relationships, consent, boundaries, and how to recognise unhealthy or abusive behaviours
- **Keep students safe** - students understand risks (online and offline), how to protect themselves, and where to seek help
- **Develop independence and life skills** - students develop skills for independent living, including financial capability, decision-making, and problem-solving
- **Prepare students for employment** - students develop employability skills, understand career pathways, and are prepared for the world of work
- **Promote equality and respect for diversity** - students understand protected characteristics, challenge discrimination, and respect difference
- **Develop citizenship** - students understand rights, responsibilities, British Values, and their role in the community
- **Build resilience** - students develop the ability to cope with challenges, manage risks, and make positive choices
- **Support safeguarding** - PSHE reinforces safeguarding messages and ensures students know how to report concerns
- **Promote British Values and SMSC** - PSHE supports students' spiritual, moral, social, and cultural development
- **Be adapted for SEND** - the curriculum is accessible to all students regardless of their starting point (KS1 to KS4 levels)
- **Prepare students for adulthood** - students develop the knowledge, skills, and confidence needed for adult life, including independent living, relationships, employment, and further education

3. Statutory Requirements

From September 2026, all secondary schools must teach:

Relationships Education

- Teaching about healthy relationships, families, friendships, and respectful behaviour
- Statutory for all secondary-aged students

Relationships and Sex Education (RSE)

- Teaching about relationships, consent, sexual health, and safe choices
- Statutory for all secondary-aged students
- Parents/carers can request withdrawal from some parts of sex education (see RSHE Policy for details)

Health Education

- Teaching about physical health, mental wellbeing, and healthy lifestyles
- Statutory for all secondary-aged students

At Progression 2 Work, we meet these statutory requirements through our PSHE curriculum, which includes:

- Dedicated PSHE lessons (1 per week)
- Daily mentoring
- RSE teaching (integrated into PSHE and detailed in our separate RSHE Policy)
- Health education across the curriculum

We also go beyond statutory requirements by teaching:

- Economic education (financial capability, budgeting, money management)
- Careers education and employability skills
- Citizenship and British Values
- Online safety and digital literacy
- Safeguarding and personal safety

Legal Framework

Our PSHE curriculum is designed to meet the requirements of:

- **Children and Social Work Act 2017** - makes Relationships Education and RSE statutory
- **Education Act 2002** - requires schools to provide a balanced and broadly-based curriculum that promotes students' spiritual, moral, social, and cultural development
- **Equality Act 2010** - requires schools to eliminate discrimination, advance equality of opportunity, and foster good relations
- **Keeping Children Safe in Education (KCSIE) 2026** - statutory safeguarding guidance
- **DfE Relationships Education, RSE and Health Education Guidance (2026)** - statutory guidance on content and delivery

Our PSHE curriculum also supports:

- Safeguarding responsibilities
- Promoting fundamental British Values (democracy, rule of law, individual liberty, mutual respect and tolerance)
- Students' spiritual, moral, social, and cultural (SMSC) development
- Preparation for life in modern Britain

Relationship Between PSHE and RSE

RSE (Relationships, Sex and Health Education) is a statutory part of PSHE.

At Progression 2 Work:

- **PSHE** is the overarching curriculum covering personal development, health, wellbeing, relationships, careers, citizenship, and more
- **RSE** is an integral part of PSHE, focusing specifically on relationships, consent, sexual health, and safe choices
- We have a **separate, detailed RSHE Policy (August 2026)** which provides comprehensive guidance on RSE teaching, content, parental consultation, and the right to withdraw

This PSHE Policy provides an overview of our broader PSHE curriculum. For detailed information about RSE content, delivery, and parental rights, please refer to our RSHE Policy.

4. Curriculum Intent

The intent of the PSHE and RSE curriculum is to equip students with the knowledge, skills, and understanding required to make safe, healthy, and responsible choices throughout their lives. The curriculum supports students' personal development by addressing relationships, health, wellbeing, safeguarding, equality, citizenship, careers, and preparation for adulthood.

The curriculum is designed to meet statutory expectations for Relationships Education, Relationships and Sex Education (RSE), and Health Education, while also supporting wider safeguarding responsibilities, including online safety, equality, and students' spiritual, moral, social, and cultural development.

Students develop an understanding of:

- Respectful relationships
- Consent and personal boundaries
- Online behaviour and digital safety
- Physical and mental health
- Diversity, equality, and protected characteristics
- Rights and responsibilities
- Financial capability and employability
- Preparation for adulthood

Curriculum Sequencing and Progression

The curriculum is carefully sequenced to reflect students' developmental stages and individual needs. We have four PSHE pathways:

1. **Nurture 1** (EYFS–KS2 level)

2. **Nurture 2** (Upper KS2 level)
3. **KS3** (Years 7–9 / National Curriculum KS3)
4. **KS4** (Years 10–11 / National Curriculum KS4)

Students are placed on the appropriate pathway based on their working level (not their age), ensuring they receive teaching that is matched to their developmental stage and individual needs.

Pathway 1: Nurture 1 (EYFS–KS2 Level)

In Nurture 1, students develop foundational understanding of themselves and others, including emotions, friendships, families, personal safety, similarities and differences, and recognising trusted adults. Learning focuses on communication, confidence, respect, and belonging.

Key learning includes:

- Identity, emotions, feelings, strengths, and self-awareness
- Caring relationships, kindness, respect, and trusted adults
- Personal boundaries, rules, safety, and seeking help
- Hygiene, exercise, food, sleep, and wellbeing
- Families, body awareness, privacy, and appropriate relationships
- Belonging, responsibility, similarities, differences, and celebrating others

Pathway 2: Nurture 2 (Upper KS2 Level)

In Nurture 2, students build greater independence through learning about decision-making, healthy choices, online safety, identity, relationships, and responsibilities within their communities. Students begin to explore equality, diversity, fairness, and how their choices affect themselves and others.

Key learning includes:

- Decision-making, rules, responsibility, risk awareness, and staying safe
- Diversity, culture, protected characteristics, fairness, and challenging unkind behaviour
- Emotions, coping strategies, resilience, and support networks
- Problem-solving, confidence, personal responsibility, and preparing for change
- Friendships, families, boundaries, consent awareness, body changes, and online safety
- Money, community, rights, responsibilities, and personal goals

Pathway 3: KS3 (Years 7–9 / National Curriculum KS3)

At Key Stage 3, students develop a deeper understanding of personal development and society. They explore identity, discrimination, peer influence, emotional wellbeing, careers, relationships, sexual health, consent, online safety, and digital identity. Students develop the knowledge and confidence needed to manage risks, challenge harmful attitudes, and respect the experiences of others. This includes understanding the impact of stereotypes, sexism, misogyny, harmful online influences, and discriminatory behaviour.

Key learning includes:

- Drugs, alcohol, vaping, peer pressure, exploitation, safeguarding, and online risks
- Protected characteristics, stereotypes, discrimination, racism, sexism, homophobia, misogyny, and challenging prejudice
- Mental health, coping strategies, self-care, seeking support, and resilience
- Aspirations, decision-making, learning pathways, skills, and future goals
- Healthy relationships, consent, boundaries, sexual health, online relationships, digital identity, social media influence, and respectful behaviour
- Citizenship, wellbeing, life skills, student-led projects, and reflection

Pathway 4: KS4 (Years 10–11 / National Curriculum KS4)

At Key Stage 4, PSHE focuses on preparation for adulthood. Students develop understanding of mental health, safeguarding, healthy relationships, financial wellbeing, digital responsibility, careers, and independent living. RSE supports students to understand consent, legal rights, respectful relationships, personal boundaries, equality, and safe decision-making. Students also develop resilience against harmful online content, misinformation, extremist narratives, and negative influences.

Key learning includes:

- Mental wellbeing, stigma, support networks, safeguarding risks, exploitation, and staying safe
- Budgeting, money management, debt, scams, gambling awareness, and financial decision-making
- Respect, communication, consent, boundaries, coercion, control, abuse, and recognising unhealthy behaviours
- Online influencers, algorithms, misinformation, harmful content, misogyny, sexism, stereotypes, extremism, and radicalisation
- Consent, legal rights, sexual health, equality, respectful relationships, diversity, healthy boundaries, and safe choices
- Independent living, work readiness, citizenship, wellbeing, personal goals, and reflection

Cross-Cutting Themes

Across all pathways, PSHE promotes:

- **Equality, inclusion, and respect for diversity** - students learn about protected characteristics, British Values, personal responsibility, and the importance of treating others fairly
- **Safeguarding** - students learn how to keep themselves safe, recognise risks, and seek help
- **Mental health and wellbeing** - students develop strategies for managing emotions, building resilience, and maintaining positive mental health

- **Healthy relationships** - students understand consent, boundaries, respect, and how to recognise unhealthy or abusive behaviours
- **Online safety** - students learn to navigate the digital world safely, critically evaluate online content, and protect their digital identity
- **Preparation for adulthood** - students develop the skills, knowledge, and confidence needed for independent living, employment, and further education

Learning is adapted to meet individual needs, ensuring all students can access essential knowledge and develop confidence for life beyond school.

5. Curriculum Implementation - Our PSHE Pathways

The PSHE curriculum at Progression 2 Work is carefully sequenced to provide meaningful progression across all pathways. Students are placed on the appropriate pathway based on their working level (not their age), ensuring they receive teaching that is matched to their developmental stage and individual needs.

We have four PSHE pathways:

1. **Nurture 1** (EYFS–KS2 level)
2. **Nurture 2** (Upper KS2 level)
3. **KS3** (Years 7–9 / National Curriculum KS3)
4. **KS4** (Years 10–11 / National Curriculum KS4)

All pathways follow a six-term structure, with each term focusing on a specific area of PSHE. This structure ensures breadth, balance, and regular revisiting of key concepts.

Pathway 1: Nurture 1 (EYFS–KS2 Level)

In Nurture 1, students develop foundational understanding of themselves and others, including emotions, friendships, families, personal safety, similarities and differences, and recognising trusted adults. Learning focuses on communication, confidence, respect, and belonging.

Nurture 1 Long-Term Plan:

Term	Topic	Key Learning
Autumn 1	All About Me	Identity, emotions, feelings, strengths and self-awareness
Autumn 2	Friendships and Families	Caring relationships, kindness, respect, trusted adults and belonging
Spring 1	Keeping Safe	Personal boundaries, rules, safety and seeking help

Term	Topic	Key Learning
Spring 2	Healthy Me	Hygiene, exercise, food, sleep and wellbeing
Summer 1	Growing and Changing (RSE)	Families, body awareness, privacy, respect and appropriate relationships
Summer 2	My Community and My World	Belonging, responsibility, similarities, differences and celebrating others

Teaching approach in Nurture 1:

- Highly practical and hands-on activities
- Use of visual supports (symbols, pictures, social stories)
- Real-life contexts and role-play
- Stories, games, and creative activities
- Lots of repetition and reinforcement
- Celebrating small successes and building confidence
- Adapted language and simplified concepts

Pathway 2: Nurture 2 (Upper KS2 Level)

In Nurture 2, students build greater independence through learning about decision-making, healthy choices, online safety, identity, relationships, and responsibilities within their communities. Students begin to explore equality, diversity, fairness, and how their choices affect themselves and others.

Nurture 2 Long-Term Plan:

Term	Topic	Key Learning
Autumn 1	Choices and Consequences	Decision-making, rules, responsibility, risk awareness and staying safe
Autumn 2	Identity, Equality and Respect	Diversity, culture, protected characteristics, fairness and challenging unkind behaviour
Spring 1	Mental Wellbeing	Emotions, coping strategies, resilience and support networks
Spring 2	Becoming Independent	Problem-solving, confidence, personal responsibility and preparing for change

Term	Topic	Key Learning
Summer 1	Relationships and RSE	Friendships, families, boundaries, consent awareness, body changes and online safety
Summer 2	Life Skills and Citizenship	Money, community, rights, responsibilities and personal goals

Teaching approach in Nurture 2:

- Building on concrete understanding with more abstract concepts
- Developing critical thinking and decision-making skills
- Real-life scenarios and problem-solving
- Discussions and debates
- Increasing independence and responsibility
- Preparing for transition to KS3

Pathway 3: KS3 (Years 7–9 / National Curriculum KS3)

At Key Stage 3, students develop a deeper understanding of personal development and society. They explore identity, discrimination, peer influence, emotional wellbeing, careers, relationships, sexual health, consent, online safety, and digital identity. Students develop the knowledge and confidence needed to manage risks, challenge harmful attitudes, and respect the experiences of others. This includes understanding the impact of stereotypes, sexism, misogyny, harmful online influences, and discriminatory behaviour.

KS3 Long-Term Plan:

Term	Topic	Key Learning
Autumn 1	Health, Risk and Personal Safety	Drugs, alcohol, vaping, peer pressure, exploitation, safeguarding and online risks
Autumn 2	Identity, Equality, Diversity and Respect	Protected characteristics, stereotypes, discrimination, racism, sexism, homophobia, misogyny and challenging prejudice
Spring 1	Emotional Wellbeing and Resilience	Mental health, coping strategies, self-care, seeking support and resilience
Spring 2	Choices, Careers and Future Planning	Aspirations, decision-making, learning pathways, skills and future goals

Term	Topic	Key Learning
Summer 1	Relationships, Consent and Digital Safety (RSE)	Healthy relationships, consent, boundaries, sexual health, online relationships, digital identity, social media influence, misogyny and respectful behaviour
Summer 2	Personal Development and Reflection	Citizenship, wellbeing, life skills, student-led projects and reflection

Teaching approach in KS3:

- Explicit teaching of concepts with clear modelling
- Discussions, debates, and critical thinking
- Real-life case studies and scenarios
- External visitors and agencies
- Developing skills for managing risks and making informed choices
- Preparing for KS4 and adulthood

Pathway 4: KS4 (Years 10–11 / National Curriculum KS4)

At Key Stage 4, PSHE focuses on preparation for adulthood. Students develop understanding of mental health, safeguarding, healthy relationships, financial wellbeing, digital responsibility, careers, and independent living. RSE supports students to understand consent, legal rights, respectful relationships, personal boundaries, equality, and safe decision-making. Students also develop resilience against harmful online content, misinformation, extremist narratives, and negative influences.

KS4 Long-Term Plan:

Term	Topic	Key Learning
Autumn 1	Mental Health, Safeguarding and Resilience	Mental wellbeing, stigma, support networks, safeguarding risks, exploitation and staying safe
Autumn 2	Financial Wellbeing and Independence	Budgeting, money management, debt, scams, gambling awareness and financial decision-making
Spring 1	Healthy Relationships	Respect, communication, consent, boundaries, coercion, control, abuse and recognising unhealthy behaviours

Term	Topic	Key Learning
Spring 2	Influence, Media and Society	Online influencers, algorithms, misinformation, harmful content, misogyny, sexism, stereotypes, extremism and radicalisation
Summer 1	RSE and Adult Relationships	Consent, legal rights, sexual health, equality, respectful relationships, diversity, healthy boundaries and safe choices
Summer 2	Preparation for Adulthood	Independent living, work readiness, citizenship, wellbeing, personal goals and reflection

Teaching approach in KS4:

- Mature, open discussions about complex topics
- Critical evaluation of media, online content, and societal influences
- Practical preparation for adult life (budgeting, independent living, work readiness)
- Developing resilience and decision-making skills
- External visitors and real-world experiences
- Student-led projects and reflection

Across all pathways, PSHE is taught through explicit instruction, discussion, real-life scenarios, problem-solving, and practical application. Students are encouraged to develop resilience, critical thinking, and confidence so they can make safe, healthy, and responsible choices beyond the classroom.

6. How We Teach PSHE

At Progression 2 Work, PSHE is taught through a structured, consistent approach that supports all students to develop knowledge, skills, and confidence.

How PSHE is Delivered

PSHE is taught through:

1. Dedicated PSHE Lessons

- **1 PSHE lesson per week** (45 minutes) for all students
- Taught by class teachers or designated PSHE teachers
- Following the long-term plan for each pathway (Nurture 1, Nurture 2, KS3, KS4)
- Lessons are planned, structured, and progressive

2. Daily Mentoring

- **Class gatherings every day** led by teachers/mentors
- Students discuss wellbeing, relationships, current issues, and personal development
- Opportunity to reinforce PSHE themes and address emerging issues
- Safe space for students to share concerns and celebrate successes

3. Celebration Gatherings

- **2-3 times per term**
- Whole-school or class celebrations
- Recognising achievements, reinforcing positive values, and building community
- Celebrating diversity, equality, and respect

4. Cross-Curricular Links

- PSHE themes embedded across all subjects
- For example:
 - **Science** - health, puberty, drugs, mental health
 - **Maths** - financial capability, budgeting, data handling (health statistics)
 - **English** - discussing relationships, emotions, and moral dilemmas in texts
 - **Employability Skills** - careers, work readiness, communication
 - **ICT** - online safety, digital identity, critical evaluation of online content

5. External Visitors and Agencies

- Specialist input from external agencies and experts, including:
 - **Nottinghamshire Police** - online safety, exploitation, county lines, knife crime
 - **Notts CAMHS and Mental Health Team** - mental health awareness, coping strategies
 - **Unity AP Taskforce Team** - safeguarding, exploitation
 - **Switch Up Mentors** - positive role models, resilience
 - **Other organizations and charities** - supporting specific PSHE topics
- All external visitors:
 - Are briefed on the school's PSHE policy and safeguarding procedures
 - Work under the direction of school staff
 - Have a member of school staff present throughout the session
 - Adapt their delivery to meet the needs of students with SEND

6. Trips and Visits

- Real-world learning experiences linked to PSHE topics
- For example:
 - Community visits (developing independence, citizenship)
 - Employer visits (careers, employability)
 - Cultural visits (diversity, respect, British Values)

Teaching Methods

We use a range of teaching methods to support all learners:

Explicit Teaching:

- Clear explanations and modelling
- Defining key terms and concepts
- Providing factual, impartial information
- Checking for understanding

Discussion and Debate:

- Open, respectful discussions about PSHE topics
- Encouraging students to express opinions and listen to others
- Developing critical thinking and reasoning skills
- Ground rules established (respect, confidentiality, no personal questions)

Real-Life Scenarios and Case Studies:

- Using realistic scenarios to explore PSHE topics
- Role-play and problem-solving
- Applying learning to everyday situations
- Developing decision-making skills

Practical Activities:

- Hands-on activities (e.g., budgeting exercises, creating safety plans)
- Creative activities (posters, presentations, drama)
- Games and interactive activities
- Group work and collaboration

Use of Resources:

- Age-appropriate videos, books, and materials
- Visual supports (symbols, pictures, diagrams)

- PSHE Association resources
- Online resources and platforms

Student-Led Learning:

- Student-led projects and presentations
- Peer education and support
- Reflection and self-assessment
- Setting personal goals

Creating a Safe Learning Environment

PSHE topics can be sensitive and personal. We create a safe learning environment by:

Establishing Ground Rules:

- Respect for all opinions and experiences
- Confidentiality (what is said in the room stays in the room, except safeguarding concerns)
- No personal questions
- Right to pass (students can choose not to answer personal questions)
- Use of appropriate language
- No judgement

Using Distancing Techniques:

- Using third-person scenarios (not asking students to share personal experiences)
- Using fictional characters or case studies
- Depersonalising discussions

Providing Support:

- Making it clear how students can seek support if they have concerns (speak to teacher, mentor, DSL)
- Signposting to external support services
- Following up with students who may be affected by sensitive topics

Safeguarding:

- All staff are aware of safeguarding procedures
- If a student discloses abuse or raises a safeguarding concern, staff follow the school's safeguarding policy
- Staff never promise confidentiality if a safeguarding concern arises

Differentiation and SEND Adaptations

All PSHE teaching is adapted to meet the needs of students with SEND:

For students working at lower levels (Nurture 1, Nurture 2):

- Simplified language and concepts
- Visual supports (symbols, pictures, social stories)
- Concrete, practical activities
- Lots of repetition and reinforcement
- Focus on foundational understanding (emotions, friendships, safety)

For students with communication difficulties:

- Visual supports and gestures
- Use of symbols and pictures
- Checking understanding through demonstration (not just verbal response)
- Simplified language

For students with processing difficulties:

- Breaking topics into smaller steps
- Allowing extra processing time
- Repeating and reinforcing key messages
- Using visual supports

For students with anxiety:

- Creating a calm, supportive environment
- Giving notice of sensitive topics
- Allowing students to opt out of discussions if needed
- Providing reassurance and support

For students working towards qualifications (KS4):

- Mature, open discussions
- Critical evaluation of complex issues
- Preparation for adult life and independence
- Links to employability and further education

Use of Technology

From September 2026, we use digital platforms to enhance PSHE teaching:

- **Earwig Academic** - capturing evidence of PSHE learning (photos, videos, observations)

- **Online resources** - age-appropriate videos, interactive activities, information
- **Critical evaluation of online content** - teaching students to evaluate sources, recognise misinformation, and stay safe online

7. Assessment in PSHE

Assessment in PSHE at Progression 2 Work is used to:

- Track student progress and understanding
- Identify strengths and areas for development
- Inform teaching and planning
- Celebrate achievements
- Provide feedback to students, parents, and commissioners
- Support intervention decisions
- Ensure students have the knowledge and skills they need to stay safe and make healthy choices

Assessment in PSHE is ongoing, formative, and adapted to meet the needs of students with SEND working at different levels (KS1 to KS4).

Types of Assessment

We use a range of assessment methods:

1. Formative Assessment (Ongoing)

Daily assessment during lessons through:

- **Observations** - watching students engage with PSHE topics and noting understanding
- **Questioning** - checking understanding through targeted questions
- **Discussions** - listening to students' contributions and assessing their knowledge and attitudes
- **Activities** - observing students applying learning in practical activities, role-play, or problem-solving
- **Verbal feedback** - immediate, responsive feedback during lessons

Formative assessment informs:

- What to teach next
- Which students need additional support or clarification
- Which students have secure understanding
- How to adapt teaching

2. Learning Objective Slips

All completed PSHE work is marked using learning objective slips (see Marking and Feedback Policy for full details).

Learning objective slips record:

- **Learning objective** - what the student was learning (e.g., "To understand the importance of consent in relationships")
- **Level of support** - independent / some support / continual support
- **Level of achievement** - emerging / achieving / mastering
- **Now and Next feedback** - celebrating success and identifying next steps

This provides:

- Clear tracking of progress over time
- Evidence of what students understand
- Specific next steps for development
- Consistency across all subjects

3. Colour-Coded Marking

PSHE work is marked using our colour-coded system (see Marking and Feedback Policy for full details):

- **Green** = correct understanding, good application of learning
- **Pink** = areas to develop or misconceptions to address
- **Purple** = student response (students reflect on feedback and improve understanding)
- **Red** = staff marking (notes and feedback)

"Colourful marking, lots of green and dots of pink" - celebrating what students understand while identifying specific areas for development.

4. Self-Assessment and Reflection

Students are encouraged to assess their own learning in PSHE:

- Reflecting on what they have learned
- Identifying what they found challenging
- Setting personal goals (e.g., "I will practice saying no to peer pressure")
- Using self-assessment tools (traffic lights, thumbs up/down, reflection sheets)

Self-assessment develops:

- Self-awareness
- Metacognition (thinking about thinking)
- Ownership of learning

- Independence

5. Peer Assessment

Where appropriate, students assess each other's understanding:

- Discussing PSHE topics in pairs or groups
- Giving constructive feedback
- Sharing different perspectives
- Learning from each other

Peer assessment develops:

- Communication skills
- Respect for different viewpoints
- Critical thinking
- Collaborative learning

6. Practical Application

We assess whether students can apply PSHE learning in real-life situations:

- Demonstrating healthy relationship skills (communication, respect, boundaries)
- Making safe choices (online and offline)
- Managing emotions and seeking support
- Showing respect for diversity and challenging discrimination
- Applying financial skills (budgeting, making informed decisions)

This is assessed through:

- Observations during daily mentoring and celebration gatherings
- Behaviour in lessons and around school
- Engagement with employability activities and work experience
- Feedback from external agencies and visitors

7. Earwig Academic (from September 2026)

From September 2026, Earwig Academic is used to capture evidence of PSHE learning:

- Photos of students engaging in PSHE activities
- Videos of role-play, presentations, or discussions
- Observations of students applying PSHE learning

Evidence is uploaded with:

- Learning objective as the title
- Level of support, level of achievement, and Now and Next feedback in the comments

This provides:

- Visual evidence of learning
- Evidence of engagement and understanding
- Portfolio of progress over time
- Evidence to share with parents and commissioners

What We Assess in PSHE

In PSHE, we assess:

Knowledge:

- Do students know key facts and information? (e.g., age of consent, how to report abuse, signs of unhealthy relationships)

Understanding:

- Do students understand concepts? (e.g., consent, equality, mental health, financial responsibility)

Skills:

- Can students apply skills? (e.g., communication, decision-making, problem-solving, managing emotions, budgeting)

Attitudes and Values:

- Do students demonstrate positive attitudes? (e.g., respect for diversity, empathy, resilience, responsibility)

Behaviour and Application:

- Can students apply learning in real-life situations? (e.g., making safe choices, building healthy relationships, managing money)

Tracking Progress

Progress in PSHE is tracked using:

For students working at Nurture 1, Nurture 2, or KS3 levels:

- **Emerging / Achieving / Mastering** for each learning objective
- Progress tracked termly through observations, work, and discussions
- Evidence captured on Earwig Academic (from September 2026)

For all students:

- Individual targets set based on assessment (e.g., "To develop strategies for managing anxiety")
- Progress reviewed termly



- Intervention provided where needed (e.g., additional support with mental health, safeguarding concerns addressed)

Reporting to Parents and Commissioners

Parents and commissioners receive:

- **Reports 3 times a year** (after termly assessments) including:
 - Progress in PSHE
 - Key learning and achievements
 - Areas for development
 - How PSHE learning is supporting the student's personal development

Parents and commissioners can also:

- View evidence on Earwig Academic (from September 2026)
- Discuss PSHE progress at meetings and EHCP annual reviews
- Contact the school with any questions about PSHE

Using Assessment to Inform Teaching

Assessment informs:

- **Planning** - what to teach next based on what students know and understand
- **Differentiation** - how to adapt teaching for different students
- **Intervention** - which students need additional support (safeguarding concerns, mental health support, targeted PSHE sessions)
- **Resources** - which resources and approaches to use
- **Targets** - individual targets for each student

Teachers regularly review assessment data to ensure PSHE teaching is responsive to students' needs.

Important Note: Assessment in PSHE is NOT About Grading Personal Beliefs or Experiences

In PSHE, we assess students' knowledge, understanding, and skills - NOT their personal beliefs, values, or experiences.

We do NOT:

- Grade students on their personal opinions or beliefs
- Require students to share personal information
- Judge students' family circumstances or backgrounds

- Assess students' personal choices or lifestyles

We DO:

- Assess whether students have the knowledge to make informed, safe choices
- Assess whether students understand key concepts (consent, equality, healthy relationships, etc.)
- Assess whether students can apply skills (communication, decision-making, problem-solving)
- Assess whether students demonstrate respect for diversity and difference

8. Relationships, Sex and Health Education (RSE)

Relationships, Sex and Health Education (RSE) is a statutory part of PSHE from September 2026.

At Progression 2 Work, RSE is an integral part of our PSHE curriculum. We have a separate, detailed RSHE Policy (August 2026) which provides comprehensive guidance on RSE teaching, content, parental consultation, and the right to withdraw.

What is RSE?

RSE teaches students about:

- **Relationships** - healthy relationships, families, friendships, consent, boundaries, respect
- **Sex Education** - puberty, reproduction, sexual health, consent, the law relating to sexual relationships
- **Health Education** - physical health, mental wellbeing, healthy lifestyles

RSE in Our PSHE Curriculum

RSE is taught within our PSHE curriculum:

Nurture 1 (EYFS–KS2 Level):

- **Summer 1: Growing and Changing (RSE)** - Families, body awareness, privacy, respect, and appropriate relationships

Nurture 2 (Upper KS2 Level):

- **Summer 1: Relationships and RSE** - Friendships, families, boundaries, consent awareness, body changes, and online safety

KS3 (Years 7–9):

- **Summer 1: Relationships, Consent and Digital Safety (RSE)** - Healthy relationships, consent, boundaries, sexual health, online relationships, digital identity, social media influence, misogyny, and respectful behaviour

KS4 (Years 10–11):

- **Summer 1: RSE and Adult Relationships** - Consent, legal rights, sexual health, equality, respectful relationships, diversity, healthy boundaries, and safe choices

RSE themes are also revisited throughout the year in other PSHE topics (e.g., healthy relationships, online safety, equality, safeguarding).

How RSE is Taught

RSE is taught:

- In dedicated PSHE lessons (particularly in Summer 1 term)
- Through daily mentoring (discussing relationships, respect, boundaries)
- By external visitors where appropriate (e.g., school nurse, sexual health services)
- Using age-appropriate, factual, and impartial information
- In a safe, respectful environment with clear ground rules
- Adapted to meet the needs of students with SEND working at different levels (KS1 to KS4)

We teach RSE based on students' physical age (to keep them safe) but adapt the delivery method and complexity to their learning level.

Parental Consultation and the Right to Withdraw

We have consulted parents/carers on our RSHE Policy (August 2026).

Parents/carers have the right to request withdrawal from some parts of sex education:

- Parents **CANNOT** withdraw students from Relationships Education or Health Education (statutory)
- Parents **CAN** request withdrawal from sex education that goes beyond the National Curriculum Science content (e.g., detailed lessons about sexual intercourse, contraception, STIs)

For full details on:

- What parents can and cannot withdraw from
- The process for requesting withdrawal
- How we consult with parents
- RSE curriculum content

Please refer to our separate RSHE Policy (August 2026).

Safeguarding in RSE

RSE lessons may lead to disclosures or safeguarding concerns.

All staff teaching RSE:

- Are aware of safeguarding procedures
- Know how to respond to disclosures
- Inform the DSL immediately if a safeguarding concern arises
- Never promise confidentiality if they are worried about a student's safety

Students are made aware at the start of RSE lessons that:

- Discussions are confidential (what is said in the room stays in the room)
- **EXCEPT** if staff are worried about their safety - then staff must tell the DSL

For full details on safeguarding in RSE, see Section 9 of this policy and our RSHE Policy.

For More Information

For comprehensive information about RSE at Progression 2 Work, including:

- Detailed curriculum content for each pathway
- How RSE is adapted for SEND
- Parental consultation and the right to withdraw
- Safeguarding procedures
- External agencies and resources

Please refer to our RSHE Policy (August 2026).

9. Safeguarding, Reports of Abuse and Confidentiality

PSHE lessons often cover sensitive topics that may lead to disclosures or raise safeguarding concerns. All staff teaching PSHE are aware of safeguarding procedures and know how to respond appropriately.

Child-on-Child Abuse

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, 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
- **Upskirting** (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)
- **Youth-produced sexual imagery** (sexting)
- **Initiation/hazing type violence, intimidation, and rituals**

If staff become aware of child-on-child abuse through PSHE lessons, they will:

- Take the concern seriously
- Report to the DSL (Designated Safeguarding Lead) immediately
- Follow the school's safeguarding policy

Serious Violent Crime

All staff are aware of indicators which may signal that students 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 students 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, they will speak to the DSL (or deputy) and follow safeguarding procedures.

Honour-Based Violence (HBV) and Female Genital Mutilation (FGM)

If staff have concerns regarding a student 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 in 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.

Confidentiality and Reporting Procedures

Staff are aware of KCSIE (Keeping Children Safe in Education) 2026 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 student that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the student.

Role of the DSL in PSHE

The school will involve the DSL (or deputy) in anything related to safeguarding.

The DSL can:

- Provide knowledge of trusted, high-quality local resources

- Provide links to the police and other agencies
- Provide knowledge of local issues that may be appropriate to address in PSHE lessons

Ground Rules and Confidentiality in PSHE Lessons

Every PSHE lesson reinforces that:

Students are made aware:

- If they 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 teacher or another member of staff
- How concerns will be handled
- Processes when they have concerns about a friend or peer

Ground rules are established:

- Respect for all opinions and experiences
- **Confidentiality** - what is said in the room stays in the room
- **EXCEPT** - if staff are worried about a student's safety, they must tell the DSL
- No personal questions
- Right to pass
- Use of appropriate language
- No judgement

Staff make it clear that they cannot promise absolute confidentiality if a safeguarding concern arises.

External Agencies and Visitors

The school invites external agencies to support the teaching of safeguarding-related subjects (e.g., Nottinghamshire Police, Notts CAMHS, Unity AP taskforce, Switch Up mentors).

External visitors must:

- Agree in advance of the session how they will deal with safeguarding reports
- Be briefed on the school's safeguarding policy and procedures
- Work under the direction of school staff
- Have a member of school staff present throughout the session

Teaching Sensitive Topics

The school is aware that when teaching PSHE topics, sensitive issues including self-harm, suicide, abuse, exploitation, and mental health may be raised by students.

Teachers know how to:

- Address these topics sensitively within the lesson
- Provide factual, impartial information
- Signpost to support services
- Report to the DSL as a safeguarding concern if needed

If a student discloses abuse, exploitation, self-harm, or suicidal thoughts:

- The teacher will listen and take the disclosure seriously
- The teacher will not investigate but will immediately inform the DSL
- The DSL will follow safeguarding procedures (see Safeguarding and Child Protection Policy)
- Parents/carers will be informed unless this would put the student at risk
- External agencies (e.g., social services, police, CAMHS) may be involved if necessary

Supporting Students After Sensitive Lessons

After lessons covering sensitive topics, staff:

- Check in with students who may have been affected
- Provide opportunities for students to ask questions or seek support
- Signpost to support services (e.g., school counselor, CAMHS, Childline)
- Monitor students for any changes in behaviour or wellbeing
- Report any concerns to the DSL

Links to Safeguarding Policy

For full details on safeguarding procedures, please refer to our Safeguarding and Child Protection Policy.

All staff teaching PSHE receive safeguarding training and are aware of:

- How to recognise signs of abuse, neglect, and exploitation
- How to respond to disclosures
- How to report concerns to the DSL
- The school's safeguarding policy and procedures

10. Roles and Responsibilities

At Progression 2 Work, all staff play a role in supporting students' personal, social, health, and economic development through PSHE.

The Directors

The Directors are responsible for:

- Approving the PSHE policy
- Holding the Headteacher to account for implementation of the policy
- Ensuring the PSHE curriculum meets statutory requirements (Relationships Education, RSE, Health Education)
- Monitoring PSHE standards through reports from the Curriculum Lead and Headteacher
- Ensuring PSHE is given appropriate priority and resources
- Reviewing the PSHE policy annually

The Headteacher

The Headteacher is responsible for:

- Ensuring PSHE is taught consistently across the school
- Ensuring PSHE meets statutory requirements
- Ensuring sufficient time is allocated to PSHE (1 lesson per week, daily mentoring, celebration gatherings)
- Ensuring staff have the resources and support needed to teach PSHE effectively
- Monitoring the quality of PSHE teaching through lesson observations and learning walks
- Ensuring the PSHE policy is implemented and reviewed
- Reporting to Directors on PSHE standards and provision
- Ensuring safeguarding procedures are followed in PSHE lessons

Curriculum Lead (Evie Phillips)

The Curriculum Lead is responsible for:

- Overall oversight of the PSHE curriculum across the school
- Ensuring the PSHE curriculum is broad, balanced, and adapted for SEND
- Coordinating long-term planning (ensuring progression from KS1 to KS4 across all pathways)
- Monitoring and evaluating the quality of PSHE teaching and learning
- Coordinating termly moderation (if applicable)
- Analysing assessment data and identifying trends, gaps, and areas for improvement
- Ensuring staff receive appropriate training and support to teach PSHE effectively
- Reporting to SLT and Directors on PSHE standards and progress
- Ensuring resources are appropriate and sufficient
- Overseeing the implementation of digital platforms (Earwig Academic from September 2026)

- Working with external agencies and visitors

PSHE Subject Lead

The PSHE Subject Lead is responsible for:

- Leading the development and implementation of the PSHE curriculum
- Creating and updating medium-term plans for each pathway (Nurture 1, Nurture 2, KS3, KS4)
- Supporting teachers to deliver high-quality PSHE teaching
- Monitoring PSHE teaching through lesson observations, work scrutiny, and learning walks
- Coordinating external visitors and agencies
- Ensuring consistency in PSHE teaching across all settings (hub, employability centre, outreach)
- Sharing best practice and supporting staff development
- Keeping up to date with developments in PSHE education and statutory guidance
- Liaising with the DSL on safeguarding matters arising from PSHE lessons

SENCO

The SENCO is responsible for:

- Ensuring PSHE is adapted appropriately for students with SEND
- Supporting staff to differentiate PSHE teaching for students working at different levels (KS1 to KS4)
- Ensuring students with significant SEND can access PSHE
- Providing advice on resources and approaches for students with SEND
- Monitoring the impact of PSHE on students with SEND

Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- Being the first point of contact for any safeguarding concerns arising from PSHE lessons
- Providing support and guidance to staff teaching PSHE on safeguarding matters
- Liaising with external agencies where appropriate
- Ensuring safeguarding procedures are followed
- Providing input on local safeguarding issues that should be addressed in PSHE

Teachers and Mentors

Teachers and mentors are responsible for:

- Planning and delivering high-quality PSHE lessons matched to students' working levels (Nurture 1, Nurture 2, KS3, KS4)
- Following the long-term and medium-term plans for their pathway

- Adapting teaching to meet the individual needs of students with SEND
- Creating a safe, respectful learning environment with clear ground rules
- Delivering PSHE in a sensitive, impartial, and factual way
- Modelling positive attitudes to PSHE topics (respect, equality, healthy relationships)
- Assessing students' progress using learning objective slips, colour-coded marking, and observations
- Providing clear, specific feedback to students (Now and Next)
- Capturing evidence of PSHE learning on Earwig Academic (from September 2026)
- Following safeguarding procedures if disclosures or concerns arise
- Reporting to the DSL immediately if a safeguarding concern arises
- Never promising confidentiality if worried about a student's safety
- Leading daily mentoring sessions with their class
- Participating in celebration gatherings
- Communicating with parents and commissioners about students' PSHE progress
- Working with external visitors and agencies

Support Staff

Support staff are responsible for:

- Supporting teachers and mentors in delivering PSHE lessons
- Working with individual students or small groups to reinforce learning
- Providing scaffolding and support for students who need it
- Supporting students to engage with PSHE topics
- Following safeguarding procedures if concerns arise
- Reporting any concerns to the class teacher or DSL

Students

Students are expected to:

- Engage fully in PSHE lessons and activities
- Treat others with respect and sensitivity when discussing PSHE topics
- Follow ground rules (respect, confidentiality, no personal questions, appropriate language)
- Ask questions and seek clarification when they don't understand
- Respond to feedback and set personal goals for development
- Apply PSHE learning in their daily lives (making safe choices, building healthy relationships, managing emotions)

- Seek support from trusted adults if they have concerns (teacher, mentor, DSL)

Parents and Carers

Parents and carers are responsible for:

- Supporting their child's personal, social, health, and economic development at home
- Reinforcing PSHE messages (healthy relationships, staying safe, making good choices)
- Reading and responding to reports on PSHE progress (3 times a year)
- Attending meetings to discuss their child's development
- Working in partnership with the school
- Communicating any concerns about PSHE teaching or content
- Understanding their right to request withdrawal from some parts of sex education (see RSHE Policy)

Commissioners

Commissioners are responsible for:

- Working in partnership with the school to support students' personal development
- Engaging with PSHE progress information shared in reports and at EHCP annual reviews
- Supporting the school's PSHE provision
- Communicating any concerns or feedback

External Visitors and Agencies

External visitors and agencies are responsible for:

- Working within the school's PSHE policy and safeguarding procedures
- Adapting their delivery to meet the needs of students with SEND
- Working under the direction of school staff
- Agreeing in advance how they will handle safeguarding disclosures
- Providing high-quality, age-appropriate, and impartial information

11. Monitoring and Evaluation

At Progression 2 Work, we monitor and evaluate the quality of PSHE teaching and learning to ensure all students develop the knowledge, skills, and confidence they need to make safe, healthy, and responsible choices.

Why We Monitor PSHE

Monitoring PSHE ensures:

- **Quality** - PSHE teaching is effective and supports students' personal development

- **Consistency** - all students receive high-quality PSHE teaching regardless of which staff teach them
- **Compliance** - PSHE teaching meets statutory requirements (Relationships Education, RSE, Health Education)
- **Safeguarding** - PSHE supports students to stay safe and know how to seek help
- **Improvement** - we identify strengths and areas for development and take action to improve
- **Accountability** - we can demonstrate the impact of PSHE on student outcomes and wellbeing

How We Monitor PSHE

PSHE is monitored through:

1. Assessment of Progress

We track student progress through:

- Learning objective slips (emerging/achieving/mastering)
- Observations during lessons, daily mentoring, and celebration gatherings
- Self-assessment and reflection
- Evidence captured on Earwig Academic (from September 2026)
- Feedback from external agencies and visitors
- Application of PSHE learning in real-life situations

Assessment data is:

- Reviewed by teachers and the PSHE Subject Lead
- Used to identify students who need additional support
- Used to inform teaching and planning
- Reported to parents and commissioners (3 times a year)

2. Work Scrutiny

The Curriculum Lead and PSHE Subject Lead regularly review samples of students' PSHE work:

What we look for:

- Are learning objective slips attached to completed work?
- Is colour-coded marking being used? (Lots of green, dots of pink)
- Are "Now and Next" comments clear, specific, and actionable?
- Is marking up to date?

- Are students responding to feedback? (Purple pen evidence)
- Is feedback adapted for SEND?
- Is work matched to students' working levels (Nurture 1, Nurture 2, KS3, KS4)?
- Does work show understanding of PSHE concepts?

Findings from work scrutiny:

- Celebrate good practice
- Identify areas for development
- Inform training needs
- Ensure consistency across the school

3. Lesson Observations

The Curriculum Lead, PSHE Subject Lead, and SLT observe PSHE lessons to monitor:

- Quality of teaching (clear explanations, sensitive handling of topics, creating a safe environment)
- Establishment of ground rules and safe learning environment
- Differentiation and SEND adaptations
- Student engagement and participation
- Use of appropriate resources and activities
- Handling of sensitive topics
- Safeguarding awareness

Feedback from lesson observations:

- Celebrates effective teaching
- Identifies areas for development
- Informs training and support needs
- Shares good practice

4. Learning Walks

The Curriculum Lead, PSHE Subject Lead, and SLT conduct informal learning walks:

- Dropping into PSHE lessons
- Observing teaching and learning in action
- Looking at students' work and displays
- Talking to students about their PSHE learning

Learning walks provide:

- A snapshot of PSHE teaching across the school
- Opportunities to celebrate good practice
- Identification of any issues or inconsistencies

5. Student Voice

We gather student voice on PSHE through:

- Surveys and questionnaires (Do students find PSHE useful? Do they feel safe discussing topics? Do they know where to get help?)
- One-to-one conversations with students
- Focus groups
- Listening to students during lessons and daily mentoring

Student voice helps us understand:

- Whether students find PSHE relevant and useful
- Whether students feel safe and supported in PSHE lessons
- What topics students want to learn more about
- Whether students know where to seek help and support
- How we can improve PSHE teaching

6. Staff Feedback

We gather staff feedback on PSHE through:

- Surveys and questionnaires
- PSHE meetings and discussions
- Performance management and appraisal conversations
- Informal discussions

Staff feedback helps us understand:

- Whether staff feel confident teaching PSHE
- What training or support staff need
- What resources or approaches are working well
- Any safeguarding concerns or emerging issues
- How we can improve PSHE provision

7. Parent and Commissioner Feedback

We gather feedback from parents and commissioners through:

- Responses to reports (3 times a year)
- Meetings and EHCP annual reviews
- Parent consultation on RSHE (see RSHE Policy)
- Informal conversations

Parent and commissioner feedback helps us understand:

- Whether parents and commissioners value PSHE
- Whether they have any concerns or questions
- How PSHE is supporting students' personal development
- How we can improve communication about PSHE

8. External Agency Feedback

We gather feedback from external agencies and visitors (e.g., Nottinghamshire Police, Notts CAMHS, Unity AP taskforce, Switch Up mentors) on:

- Student engagement with PSHE topics
- Student understanding and awareness
- Emerging issues or concerns
- Effectiveness of PSHE teaching

9. Safeguarding Data

The DSL monitors:

- Safeguarding concerns arising from PSHE lessons
- Whether PSHE is helping students stay safe and know how to seek help
- Emerging safeguarding issues that should be addressed in PSHE

10. Earwig Academic Data (from September 2026)

From September 2026, we use data from Earwig Academic to monitor:

- How frequently staff are uploading evidence of PSHE learning
- Quality of evidence and feedback
- Student engagement and progress

11. Reporting to Directors

The Curriculum Lead reports to Directors termly on:

- PSHE provision and standards
- Student progress and engagement
- Quality of PSHE teaching
- Safeguarding matters arising from PSHE
- Training and development
- Resources and priorities
- Actions to improve PSHE outcomes

Actions Following Monitoring

Based on monitoring, we take the following actions:

1. Training and CPD

- All staff receive training on PSHE teaching approaches (creating safe environments, handling sensitive topics, safeguarding)
- New staff receive induction training
- Ongoing CPD based on identified needs (e.g., teaching about consent, mental health awareness, online safety, adapting for SEND)
- Training from external agencies where appropriate

2. Sharing Good Practice

- Examples of excellent PSHE teaching are shared in staff meetings
- Staff observe each other to learn from good practice
- Good practice is celebrated and recognised

3. Support and Coaching

- Staff who need additional support receive coaching from the PSHE Subject Lead or Curriculum Lead
- Staff work together to improve PSHE teaching

4. Curriculum Review

- The PSHE curriculum is reviewed annually based on:
 - Student needs and emerging issues
 - Safeguarding data
 - Feedback from students, staff, parents, and commissioners
 - Changes to statutory guidance

- New developments in PSHE education

5. Resource Review

- PSHE resources are reviewed annually to ensure they are:
 - Age-appropriate and adapted for SEND
 - Up to date and relevant
 - Inclusive and diverse
 - High quality and effective

6. Policy Review

- This policy is reviewed annually
- Feedback from monitoring informs policy updates
- We ensure the policy reflects current practice and supports staff effectively

Policy Review

This policy will be reviewed annually (August 2027) by:

- Evie Phillips (Curriculum Lead)
- PSHE Subject Lead
- SLT
- Directors

The review will consider:

- Effectiveness of the PSHE curriculum
- Student progress and wellbeing
- Quality of teaching
- Feedback from students, staff, parents, and commissioners
- Changes to statutory requirements
- Safeguarding data and emerging issues
- New developments in PSHE education and SEND pedagogy

Policy Date: August 2026

Policy Written by: Evie Phillips (Curriculum Lead)

Next Review: August 2027

Approved by: Jake Cosford

12. Compliance with Independent School Standards

Progression 2 Work is an independent special school and is required to meet the Independent School Standards. This PSHE Policy supports the school's compliance with the Independent School Standards, specifically:

Standard 2: Spiritual, Moral, Social and Cultural Development of Students

The Independent School Standards require that schools actively promote students' spiritual, moral, social, and cultural (SMSC) development.

This PSHE Policy demonstrates how we meet this standard by:

- **Teaching about relationships, health, wellbeing, and citizenship** - students develop understanding of moral and social issues (see Sections 4 and 5: Curriculum Intent and Implementation)
- **Promoting British Values** - democracy, rule of law, individual liberty, mutual respect and tolerance are embedded throughout PSHE teaching (see Section 9: British Values and SMSC in PSHE)
- **Developing students' understanding of right and wrong** - through topics such as healthy relationships, consent, respect, equality, and challenging discrimination
- **Encouraging respect for others** - students learn about diversity, equality, protected characteristics, and respecting difference
- **Preparing students for life in modern Britain** - students learn about democracy, the law, rights and responsibilities, and British Values
- **Supporting students' personal development** - students develop self-awareness, confidence, resilience, and the skills needed for adult life

PSHE is central to our provision for SMSC development and ensures students develop the knowledge, skills, and values they need to become responsible, respectful citizens.

Standard 5: Provision for Students' Welfare, Health and Safety

The Independent School Standards require that schools safeguard and promote the welfare of students.

This PSHE Policy demonstrates how we meet this standard by:

- **Teaching students how to keep themselves safe** - including online safety, healthy relationships, consent, recognising abuse, and where to get help (see Sections 4 and 5: Curriculum Intent and Implementation)
- **Embedding safeguarding throughout PSHE** - all PSHE teaching reinforces safeguarding messages and ensures students know how to report concerns (see Section 9: Safeguarding, Reports of Abuse and Confidentiality)
- **Clear safeguarding procedures** - staff know how to respond to disclosures and concerns that arise during PSHE lessons (see Section 9)
- **Teaching about mental health and wellbeing** - students learn how to manage emotions, seek support, and maintain positive mental health

- **Teaching about physical health** - students learn about healthy lifestyles, puberty, sexual health, and making healthy choices
- **Promoting equality and challenging discrimination** - students learn about protected characteristics, equality, diversity, and challenging prejudice
- **Preparing students for the risks they may face** - including online harms, exploitation, substance misuse, and unhealthy relationships

PSHE is a key part of our safeguarding provision and ensures students have the knowledge and skills to keep themselves safe and seek help when needed.

Statutory Compliance

This PSHE Policy also ensures the school meets its statutory duties under:

- **Children and Social Work Act 2017** - to teach Relationships Education, RSE, and Health Education (from September 2026)
- **Equality Act 2010** - to eliminate discrimination, advance equality of opportunity, and foster good relations
- **Education Act 2002** - to provide a balanced and broadly-based curriculum that promotes students' spiritual, moral, social, and cultural development

This policy is reviewed annually to ensure ongoing compliance with the Independent School Standards and statutory requirements.

13. Links to Other Policies

This PSHE Policy should be read in conjunction with the following school policies:

- **RSHE Policy (August 2026)** - Provides detailed guidance on Relationships, Sex and Health Education, including curriculum content, parental consultation, and the right to withdraw
- **Curriculum Policy** - Outlines the overall curriculum structure and how PSHE fits within it
- **Assessment and Feedback Policy** - Details assessment systems, including learning objective slips, colour-coded marking, and use of Earwig Academic
- **Marking and Feedback Policy** - Provides detailed guidance on marking and feedback practices
- **Safeguarding and Child Protection Policy** - Ensures students are kept safe and staff know how to respond to disclosures
- **Behaviour Policy** - Outlines behaviour expectations and how positive reinforcement supports learning
- **Anti-Bullying Policy** - Addresses bullying and promotes respect and kindness
- **Online Safety Policy** - Ensures students are safe online and understand digital risks
- **Equality and Diversity Policy** - Ensures all students have equal access to PSHE and promotes respect for diversity
- **SEND Policy** - Details how we adapt provision for students with SEND and additional needs



- **British Values Policy** - Explains how we promote fundamental British Values
- **Ethos and Values Statement** - Underpins our approach to PSHE and personal development