About this document:

Purpose

This policy looks at PSHE & C. Personal, social, health, economic and citizenship (PSHE & C) education is an important and necessary part of all pupils' education. All schools should teach PSHE & C.

Complied by: Chris Smith & Mike Tebbutt	**Date: June 2025**
Committee:	**Date agreed by Trustees:**
Review Cycle: annually	**Review Date: June 2026**

Wellbeing in our Trust

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
    - Health Assure (confidential counselling support available through Perkbox account).
    - Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

Wren Spinney School

PSHE & C (Personal Social Health Economic & Citizenship) policy

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Wren Spinney School

PSHE & C (Personal Social Health Economic & Citizenship) policy

1. Aims

The aims of PSHE & C at our school are to:

- Equip students with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- Support students to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.
- Develop students with an understanding of themselves, empathy and the ability to work with others.
- Develop students with core 'life skills' to encourage and support independence
- Develop self-confidence and self-esteem and to make informed choices regarding personal and social issues.
- Support new staff through their induction training

2. Statutory requirements

Personal, social, health, economic and citizenship (PSHE & C) education is an important and necessary part of all pupils' education. All schools should teach PSHE & C, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE & C is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE & C we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE & C can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE & C programme to reflect the needs of their pupils, we expect schools to use their PSHE & C education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE & C education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

3. Policy development

This policy has been developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.

4. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

PSHE & C stands for Personal, Social, Health, Economic Education and Citizenship.

PSHE & C aims to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work. PSHE aims to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

Navigating our complex world can be challenging, and parents and teachers play an essential role in preparing children for the future. As such, PSHE & C aims to equip pupils to:

Learn how to take responsibility for their physical and mental wellbeing.

Understand the risks of drugs and alcohol and how to stay safe online.

Develop resilience, independence and responsibility.

Develop personal and social skills.

Identify misleading information and be critical of misleading news or views they might encounter.

5. Curriculum

Collaborative Provision

The Collaborative Provision use the semi-formal EQUALS curriculum to support their learning. Due to the wide breadth of PSHE & C, a number of the following EQUALS modules cover the learning that is linked to PSHE & C.

My Independence – My Dressing & Undressing, My Shopping, My Cooking / Food Technology, My Travel Training.

My Physical Well-Being – Physical Activities, PE, Sport, Games and Aquatics, Mental Health and Well-Being, Healthy Eating and Healthy Lifestyle.

My Play and Leisure – They are very many functions of play which support the students to do the following. Experience interaction with others, learn about social interaction, practice and develop social communication, encourage in the making of friendships, learn new skills in a safe environment, explore own body and senses, explore the surrounding world, develop a safe understanding of self-emotions and others, develop fine and gross motor skills, develop flexibility of thought, develop Theory of Mind, develop Central Coherence.

My Communication – imperative communication, following instructions, declarative communication, dynamic communication, narratives, formal social interactions with familiar and unfamiliar people, personalised reading and writing, non-verbal behavioural communication, peer to peer communication, augmentative and alternative communication.

Structured Provision

The Structured Provision use the informal EQUALS curriculum to support their learning. Due to the wide breadth of PSHE & C, a number of the following EQUALS modules cover the learning that is linked to PSHE & C.

My Sensory Play – Sensorimotor Play, Relational Play, Functional Play, Symbolic Play, Socio-dramatic Play.

My Communication – Imperative communication, Declarative communication, Formal social interactions with familiar and unfamiliar people, Non-verbal behavioural communications, Peer to peer communication, Augmentative and alternative communication.

My Physical Well-being – Physical Activity, Mental Health and Well-Being.

My Independence - My Dressing & Undressing, My Travel Training, My Shopping, My Cooking.

Sensory Provision

The Sensory Provision use the pre formal EQUALS curriculum to support their learning. Due to the wide breadth of PSHE & C, a number of the following EQUALS modules cover the learning that is linked to PSHE & C.

Independence, Communication, Physical Well-being, Play & Interaction & Relax.

The pre formal EQUALS curriculum is designed to be holistic, so that all the parts of the curriculum are intimately interconnected and explicable only by reference to the whole. Everything we teach works through everything else and it is not possible to think of these modules as being separate from each other. There should not be a time when we are teaching just Communication or just Well-Being or just Play & Interaction because we should always be thinking about all the strands working together in both our teaching and our planning. Every moment of every day is a learning opportunity and there should be no time when learning is not taking place.

6. Delivery of PSHE & C

PSHE & C is taught in the following ways depending on the department of the school.

Collaborative Provision

The students in the Collaborative Provision will access PSHE & C through the semi-formal EQUALS curriculum. The particular modules were explained in the Curriculum section of this policy.

Personalised interventions may occur if there is a particular challenge for a student related to PSHE & C. This may include a personalised Social Story to support the student and an ongoing communication with the adults at home of the student.

The student’s progress will be tracked by updated their PSHE & C Wren Level each term.

A piece of evidence for each student will be recorded on Evidence for Learning (EfL) with a PSHE & C tag each half term.

Structured Provision

The students in the Structured Provision will access PSHE & C through the informal EQUALS curriculum. The particular modules were explained in the Curriculum section of this policy.

Personalised interventions may occur if there is a particular challenge for a student related to PSHE & C. This may include a personalised Social Story to support the student and an ongoing communication with the adults at home of the student.

The student's progress will be tracked by updated their PSHE & C Wren Level each term.

A piece of evidence for each student will be recorded on Evidence for Learning (EfL) with a PSHE & C tag each half term.

Sensory Provision

The students in the Sensory Provision will access PSHE & C through the pre formal EQUALS curriculum. The particular modules were explained in the Curriculum section of this policy.

Personalised interventions may occur if there is a particular challenge for a student related to PSHE & C. This may include a personalised Social Story to support the student and an ongoing communication with the adults at home of the student.

The student's progress will be tracked by updated their PSHE & C Wren Level each term.

A piece of evidence for each student will be recorded on Evidence for Learning (EfL) with a PSHE & C tag each half term.

7. Roles and responsibilities

7.1 The local governing board

The local governing board will approve the PSHE & C policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that PSHE & C is taught consistently across the school.

7.3 The Subject Lead

The Subject Lead is responsible for the following activities:

- Continued training to develop their subject knowledge and to feedback their training to staff.
- Conducting termly learning walks to support the staff to deliver effective PSHE & C to the students.
- Creating, implementing and review an improvement plan for PSHE & C across the school.
- Supporting with PSEH & C resources across the school.
- Training and supporting staff in the area of PSHE & C.

7.4 Staff

Staff are responsible for:

- Delivering PSHE & C in a thoughtful way.
- Modelling positive attitudes to PSHE & C.
- Monitoring progress
- Responding to the needs of individual pupils

7.5 Pupils

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

8. Training

Staff are trained on the delivery of PSHE & C as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or other health professionals, to provide support and training to staff teaching PSHE & C.

9. Monitoring arrangements

The delivery of PSHE & C is monitored by Chris Smith (PSHE & C Subject Lead) through:

Planning

Lesson Observations

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Headteacher annually. At every review, the policy will be approved by the governing board.

Appendix 1: Relationship and sex education curriculum map

Provision	Content
Collaborative	Individual Half-Termly Outcome, EQUALS Semi-Formal Curriculum SoSafe/RSE delivered at a level determined by W-Level
Structured	Individual Half-Termly Outcome, EQUALS Informal Curriculum SoSafe/RSE delivered at a level determined by W-Level
Sensory	Individual Half-Termly Outcome, Pre Formal EQUALS Curriculum SoSafe/RSE delivered at a level determined by W-Level

WrenSafe Level 1 & 2 - W0 - W5 (0 -26 months) Assessment	MMDR - Much More Development Required	PA - Partially Achieved	FA - Fully Achieved
SoSafe! And Equals focus	MMDR	PA	FA
Help			
Help Page			
Community Workers I know - Ok Helpers			
OK/Not OK			
Emotional Regulation through Interoception focus	MMDR	PA	FA
Explore hot/cold			
Explore wet and dry			
Explore rough/smooth			
Explore soft and hard, stretchy			
Explore using olfactory and gustative senses			
Explore auditory and visual stimuli			

WrenSafe Level 3 (W6-W7) Assessment			
SoSafe! And Equals focus	MMDR	PA	FA
Help and help a lot			
Public and private-places			
Public and private -behaviours			
Private helper			
Ok and Not OK (including private and public)			
Using the help page			
Helping Hand			
Ok Helpers			
menstruation (for girls)			
Menstruation (for boys)			
What is family?			
What is a friend?			
Likes and dislikes			
Gender and clothing			
Emotional Regulation through Interoception focus	MMDR	PA	FA
Explore hot/cold. State preferences			
Explore wet and dry. State preferences			
Explore rough/smooth State preferences			
Explore soft and hard, stretchy State preferences			
Explore using olfactory and gustative senses State preferences			
Explore auditory and visual stimuli. State preferences			

WrenSafe Level 4 (W8-W10) Assessment
SoSafe! And Equals focus
'Miss You'
Hold Hands
Hug
Cuddle
Close Friend
Puberty (including menstruation (for girls)-adapted
Public and private-places
Public and private -behaviours
Private talk
Family and friends
Ok and Not OK (including private and public)
Using the help page
Puberty (including menstruation (for girls)
Emotional Regulation through Interoception focus
(K. Mehler) Interoception- mouth
(K. Mehler) Interoception- ears
(K. Mehler) Interoception- eyes
(K. Mehler) Interoception- nose
(K. Mehler) Interoception- hands and fingers
(K. Mehler) interoception: cheeks
(K. Mehler) Interoception- eyes
(K. Mehler) Interoception- nose
(K. Mehler) Interoception- hands and fingers
(K. Mehler) Interoception: skin
(K. Mehler) Interoception: muscles and heart
(K. Mehler) Interoception: stomach and bladder
(K. Mehler) Interoception: whole body, including skin
Zones of Regulation: Happy
Zones of Regulation: sad
Zones of regulations: blue zone
Zones of regulations: green zone
Zones of regulations: yellow zone
Zones of regulations: red zone

WrenSafe Level 5 (W11-W15 onwards) Assessment

W11 (30-50 months) - W12 (40-60 months)
SoSafe! And Equals focus
Consent
Secrets
Ask for help
Using the help page
Ok and Not OK (including private and public)
Puberty (including menstruation (for girls))
Personal hygiene
What is Compromise?
Emotional Regulation through Interoception focus
Access Language for thinking

W13 and W14 (40-60 months)
SoSafe! And Equals focus
Things I know
Community workers I know
Community workers I don't know
Other people I know
Other people I don't know
Who can I kiss on cheek
Talk Touch triangle
Ok and Not OK (including private and public)
Puberty (including menstruation (for girls))
Emergency services
Personal hygiene
What is Compromise?
Emotional Regulation through Interoception focus
Access Language for Thinking

W15 (48-60 months) onwards
SoSafe! And Equals focus
Recap Things I know
Recap categories of people
Close friend
Sexy love
Boyfriend/girlfriend
Feeling sexy
Partner
Intercourse
Safe sex
What help can I get from different professionals (doctor, nurse, psychologist etc)
Personal hygiene
What is Compromise?
Emotional Regulation through Interoception focus