

PSHRE (Personal, Social, Health and Relationships Education) Policy

SMS Changing Lives School



| | | |
|---------------------|-----------|-------------------------|
| Approved by: | B. Mahmud | Date: 16/10/2024 |
|---------------------|-----------|-------------------------|

| | |
|--------------------------|----------|
| Last reviewed on: | 16/12/25 |
|--------------------------|----------|

| | |
|----------------------------|-------------|
| Next review due by: | December 26 |
|----------------------------|-------------|

This policy is disseminated to staff at relevant meetings and through line management and staff appraisal. The policy is referred to regularly in line with SEND training and is listed on the school website.

Contents

| | |
|-------------------------------------|---|
| 1. Aims | 2 |
| 2. Statutory requirements | 2 |
| 3. Content and delivery | 2 |
| 4. Roles and responsibilities | 3 |
| 5. Monitoring arrangements | 3 |
| 6. Links with other policies | 3 |

1. Aims

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

Our schools aim to provide our students with the information, skills and experiences required to manage themselves and their relationships in a positive manner while being aware of their rights and responsibilities. We achieve this by following the Jigsaw programme.

2. Statutory requirements

PHSRE is a non-statutory subject. However, there are aspects of it we are required to teach.

- › We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- › We must teach health education under the same statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. You can find this policy on our website.

3.2 How we teach it

- › Our students have PSHRE lesson at least twice a week
- › We also deliver our personal and social curriculum themes every day through the first period of the day which is known as form time.
- › We also have a range of personal and social education trips throughout the year.
- › We have a lead PSHRE teacher, but several of our teachers are involved in the delivery of the curriculum.
- › We are a special school and the Jigsaw curriculum is adaptive and inclusive in lessons, regardless of ability or special educational needs and/or disability.
- › Teachers are aware of the school policy when teaching controversial topics or difficult questions from pupils, ensuring teachers don't let their personal beliefs and attitudes influence teaching. The Senior Leadership Teams carry out regular learning walks, lesson observations, supervisions and appraisals to check that staff are compliant with the school's ethos and expectations.

- › Teachers can raise any concerns about their ability to teach certain areas of the curriculum without letting their personal beliefs and attitudes affect them, through the supervision process.
- › Our PSHRE curriculum is the Jigsaw programme.
- › The Jigsaw programme has its own assessment materials.
- › Parents are contacted weekly with reports on student progress. There are also 3 end of term progress reports.

4. Roles and responsibilities

4.1 The headteacher

The headteacher is responsible for ensuring that PSHRE is taught consistently across the school.

4.2 Staff

Teachers are responsible for:

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

4.3 Pupils

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

5. Monitoring arrangements

The delivery of PSHRE is monitored by the Senior Leadership Team through:

Insert details of monitoring arrangements, such as planning book scrutinises, learning walks, lesson observations, supervisions and appraisals

This policy will be reviewed every 3 years by B. Mahmud. At every review, the policy will be approved by Hecabe Dufraisee.

6. Links with other policies

This policy links to the following policies and procedures:

Curriculum

SEND

LoTc