# POLICY –PSHE / PSE

# Education – Wales and England

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| Policy Approver | Jo Dunn, Compliance, Regulation and Quality Director |
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## Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval**,** or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

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## Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

| Term | Definition |
|---|---|
| **'Establishment' or 'Site'** | A generic term referring to the school/college owned by CareTech. |
| **Learner** | Any child or young person under the age of 18, or young adult over 18 who receives education. |
| **Service Head** | The senior person with overall responsibility for the school/college. |
| **Tutor/Teacher** | Members of staff who have teaching responsibility for learners at the school/college. |
| **Parent/Carer** | Parent or person with parental responsibility. |
| **Regulatory Authority** | The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland). |
| **Social Worker** | The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible. |
| **Placing Authority** | The local authority/agency responsible for placing the learner or commissioning the service. |
| **Local Authority** | The local authority for the establishment's location. |
| **Staff** | All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors. |

## 1. School Profile

At Cambian Dunbroch School, our mission is to inspire children and young people to achieve their goals and become worthwhile citizens, by supporting them in a holistic way to overcome barriers and develop their confidence. The very specific nature of the students accessing Dunbroch School dictates that they require a very nurturing, individualised educational experience, whilst also ensuring a quality of curriculum content that matches their abilities. This will enable them to engage and benefit a wide range of positive educational and personal development experiences.
In our school, all members of staff work together in a way conducive to learning, by creating a safe, nurturing and stimulating environment that encourages respect for others, and acknowledging the particular difficulties this represents for our students.
We aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. We will promote a caring community, whose values are built on mutual trust and respect for all.

## 2. Purpose

The purpose of this policy is to set out how our School delivers high-quality PSHE Education ensuring that all Learners develop the knowledge, skills and values needed to lead healthy, safe and fulfilling lives. Through this policy we aim to promote Learners' personal, social, emotional and economic development, support their wellbeing, strengthen relationships and community cohesion, and prepare them for the opportunities, responsibilities and experiences of adult life.

This policy governs the PSHE education and citizenship in our School encompasses all areas designed to promote Learners' personal, social and health development. It allows Learners to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, and make the most of their own abilities and those of others. It has strong links with Spiritual, Moral, Social and Cultural (SMSC).

## 3. Scope (Universal Application)

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site must implement these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A.**

## 4. Legal and Regulatory Context (Universal)

Dunbroch School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in

**Appendices A**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

## 5. Aims

Dunbroch School recognises that the personal and social development of Learners is increasingly a major aim of education. Far from being on the fringes, PSHE is at the heart of everything that takes place in our School/College. As Learners grow up, they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between different cultures and beliefs. Universities cry out for Learners who are more 'rounded', and workplaces of all shapes and sizes advertise for candidates who can show good interpersonal skills and an understanding of the needs of others.

We comply with all relevant national legislation and statutory requirements that apply in our School/College. This includes our duty to provide a balanced and broadly-based curriculum that promotes the spiritual, moral, cultural, mental and physical development of Learners, and prepares them for the opportunities, responsibilities and experiences of adult life.

Dunbroch School embraces this as the backbone of its PSHE education. With all this in mind, the PSHE education programme aims to instil an understanding in all Learners that academic success alone is not sufficient. PSHE education is concerned with the education of the whole person. It complements classroom teaching and supports the wider staff team in monitoring the emotional and social well-being of Learners.

We want our Learners to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle
- prepare Learners for the opportunities, responsibilities and experiences of adult life
- offer opportunities to achieve physical, psychological and social potential
- promote attitudes and behaviour which contribute positively to relationships
- promote positive attitudes towards equal opportunities and multicultural society
- encourage the development of personal skills needed to function successfully
- ensure Learners can understand and respond to risk, including extremism, new technologies, substance misuse, gangs, relationships and safety.

## 6. Programme Content

**Personal:** The personal aspects of PSHE look to develop the whole individual. It supports the progression of qualities and skills Learners already have. Through becoming aware of their own emotions and how to manage them, Learners can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

**Social:** The social element focuses on cohesion in both the School and wider community. It aims for Learners to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Learners learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Relationships and Sex Education is also a crucial part of social and health education to ensure that Learners have the information and understanding to make informed choices.

**Health:** Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet combined with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as substance and alcohol misuse and the impacts this can have on the individual and others around them.

**Economic:** Economic education aims to teach Learners about the economy and how to manage their personal finances. It aims to provide Learners with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

## 7. Behaviour and Relationships

As part of our Behaviour and Relationships Policy, Dunbroch School believes all Learners and adults have the right to live in a supportive, caring environment on Site. Learners must feel safe and free from bullying and harassment including cyber-bullying and prejudice-based bullying.

## 8. Spiritual, Moral, Social and Cultural Development (SMSC)

In our School we plan and provide effectively to develop Learners' SMSC awareness.

Learners are supported to strive for academic excellence and develop qualities of character needed to contribute positively to society.

We:

- support Learners to become confident contributors to their communities
- help them understand diverse cultures
- support appreciation of diversity and resistance to racism
- ensure understanding of risks including extremism and substance misuse

**SMSC aims include supporting Learners to:**

- develop confidence and self-esteem
- understand right and wrong
- accept responsibility
- take part in socially demanding activities
- develop leadership skills
- reflect on beliefs and values
- appreciate cultural diversity

- respect differences including gender, race, faith, culture, sexuality and disability
- understand public institutions in England
- participate in cultural, artistic and sporting opportunities

**Learners should understand:**

- democratic processes
- rule of law
- separation of powers
- freedom of belief
- tolerance
- discrimination and how to challenge it

**Objectives**

- We aim to:
- teach Learners facts about growth and development
- help them understand concepts like tolerance, respect and equality
- build skills for safety, discussion and decision-making
- encourage informed attitudes
- nurture a strong value set
- empower Learners to challenge stereotypes

## 9. Curriculum Delivery

We use curriculum, extracurricular experiences and interactions with teachers/instructorsand other adults to support Learners' development. We provide broad opportunities across Sites. PSHE and citizenship are delivered through timetabled lessons as well as formal and informal discussions.

## 10. Inclusion

PSHE and Citizenship are taught to all Learners irrespective of ability. Teachers/instructorsadapt learning for those with identified needs. Gifted Learners receive opportunities to lead.

## 11. Teaching and Assessment

PSHE is not a statutory subject in England and has no summative assessment, but core parts of PSHE (Personal, Social, Health and Economic Education) are compulsory in secondary schools in England.

Teachers/instructors use formative assessment, with discussion being a major method.

Drama and role-play help Learners explore ideas. Peer and self-assessment enable reflection.

## 12. RSE

RSE is delivered as part of PSHE by teachers/instructorsof all genders as well as a timetabled subject

## 13. Continuity, Progression and Cross-Curricular Links

Continuity is maintained through structured planning. PSHE links with science, literacy, geography, history and art. Coordination across teachers/instructorsstr engthens delivery.

## 14. Time Allocation and Staffing

PSHE is delivered by class teachers/instructors and through key worker sessions across all Sites. The Jigsaw programme underpins emotional and mental well-being

## 15. Equal Opportunities

All activities encourage full participation regardless of gender, culture, ability or background.

## 16. Assessment, Recording and Reporting

Assessment focuses on self-assessment, group work and discussion. Work may be recorded in written, oral, artistic or photographic formats.

## 17. Parental and Community Involvement

Residential homes/parents (where applicable) are kept informed and invited to participate in events on Site. External agencies support delivery as part of a multi-agency team.

## 18. Monitoring

Monitoring is based on observation and discussion.

## 19. School/College Voice

Learner representatives are elected annually. The Headteacher discusses their feedback with the wider community.

## 20. Resources and Display

Displays across Sites showcase PSHE work and celebrate Learner achievement. *Resources have been implemented from numerous providers to offer a full indepth curriculum.*

## 21. Learning Support Provision

PSHE offers diverse learning modes. Staff teams are aware of any sensitive issues. PSHE is not examined and does not require streaming. *Adapt Locally*

## 22. Curriculum Enrichment

We offer trips, workshops and external speakers to enrich learning.

## 23. Development Priorities

- Build a strong programme of outside speakers
- Involve more classes in charity and community work

## Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

## Appendix A — England

England's PSHE framework is England's legal framework for PSHE is grounded by statutory duties and Ofsted's inspection requirements.

### 1. Ofsted — Education Inspection Framework (EIF)

**What this means:**

- The EIF sets how Ofsted evaluates curriculum, personal development, safeguarding and leadership. PSHE is a key part of the *Personal Development* judgement.

**What this requires:**

- A coherent PSHE curriculum that supports wellbeing, safety, inclusion and preparation for life.
- **Link: Education Inspection Framework (Ofsted)**
- https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025

### 2. Independent School Standards 2014 (ISS)

**What this means:**

The Independent School Standards legally require schools to promote pupils' welfare, SMSC development and high-quality education. PSHE directly supports Parts 1, 2 and 3. [schoolsweb...ire.gov.uk]

**What this requires:**

- PSHE must evidence SMSC, wellbeing, safety, equality and personal development.
- **Active links:**
- **Independent School Standards Regulations 2014** https://www.legislation.gov.uk/uksi/2014/3283
- **DfE Independent School Standards Guidance 2019** https://assets.publishing.service.gov.uk/media/67605baec80a844a7aa4b7cb/Independent_School_Standards_Guidance.pdf

### 3. Equality Act 2010 (Education Duties)

**What this means:**

Sites must eliminate discrimination, promote equality and foster good relations. PSHE supports these duties by promoting respect, inclusion and understanding of protected characteristics. [education.gov.scot]

**What this requires:**

- Inclusive PSHE content and accessibility for SEND learners.
- **Link: Equality Act 2010 — Education Guidance**
  https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

**4. Safeguarding**

**What this means:**

- National safeguarding expectations requires sites to use PSHE to develop learners' awareness of risk, safety, boundaries and help-seeking behaviours.

**What this requires:**

- PSHE must strengthen digital resilience, safe decision-making and protective behaviours.
- **Active link: Keeping Children Safe in Education (KCSIE)**
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2