POLICY – PSHE

Education – England

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	Wales and England Education

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.

Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026

Sean Di Sora
Headteacher
February 2026

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. Local School/College Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

2. Purpose

The purpose of this policy is to set out how Linton School delivers high-quality PSHE 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

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-C.**

4. Legal and Regulatory Context

Linton 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–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

5. Aims

Linton School recognises that the personal and social development of Learners is increasingly a major aim of education. Far from being on the fringes, PSHE education is at the heart of everything that takes place in our School. 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. 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.

Linton School embraces this as the backbone of its PSHE education philosophy. 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.

The PHSE programme, along with AQA, at Linton School aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens, whilst promoting mental health and emotional wellbeing alongside SMSC development.

The purpose of this policy is to provide for teachers, parents/carers and governors a clear summary of the role of PHSE within the broad and balanced curriculum offered at Linton School.

The main aims of our curriculum are to enable the children:

- to stay as healthy as possible
- to learn to keep themselves and others safe, including recognising signs of bullying and knowing where to turn to for help
- to learn how to use the internet, including social media, safely and responsibly
- to develop effective, satisfying and safe relationships
- to learn to recognise similarities and differences between themselves and others and to respect these differences
- to be independent and responsible members of the school community
- to be positive and active members of a democratic society
- to develop self-confidence and self-esteem, and to make informed choices regarding personal and social issues
- to develop good relationships with other members of the school and wider community

Through the curriculum we are able to nurture and support the Spiritual, Moral, Social and Cultural (SMSC) development of our pupils and promote the Fundamental British Values of Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and tolerance of those with different faiths and beliefs'.

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.

We recognise that some aspects of PHSE for teachers, pupils, parents/carers and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of PHSE. Teachers and all those contributing to them are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines. Pupils may ask explicit or difficult questions, or seek information about specific issues.

It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. Questions do not have to be addressed at the time, and can be addressed individually later. The school believes that individual teachers must use their own skill and discretion in these situations and refer to the Head Teacher if they are concerned.

7. Behaviour and Relationships

As part of our Behaviour and Relationships Policy, Linton 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/tutors and other adults to support Learners' development. We provide broad opportunities across Sites. PSHE and citizenship are also delivered through tutorials, assemblies and enrichment days.

10. Inclusion

PSHE is taught to all Learners irrespective of ability. Teachers/tutors adapt 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.

Teachers/tutors 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/tutors.

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/tutors strengthens delivery.

14. Time Allocation and Staffing

PSHE is delivered by class teachers/tutors 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

Parents 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 Voice

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

20. Resources and Display

We use the Jigsaw programme. Displays across Sites showcase PSHE work and celebrate Learner achievement.

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.

22. Curriculum Enrichment

We offer trips, workshops and external speakers to enrich learning, wider cross curricular to Outdoor Education.

23. Development Priorities

- Build a strong programme of outside speakers
- Involve more classes in charity and community work
- Increase staff team training in PSHE.

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.

This policy will be reviewed by the Headteacher every year.

At every review, the policy will be approved by the Richard George, Regional Lead.

This policy will be due for renewal in October 2027.

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