



PSHE Policy

Orange Tree School and OTS Ridgeway Site



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Summary:

This policy outlines the planning and delivery of PSHE across the whole of the school. It details the content of the PSHE curriculum, the structure of the teaching and learning, and the relevant statutory frameworks.

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1. Introduction

At Orange Tree School (from here on referred to as OTS), and OTS Ridgeway site personal, social, health and economic (PSHE) education forms an integral part of the curriculum and is designed to support the school's aims and ethos, develop knowledge and understanding within the students themselves, as well as the world they are living in. This policy outlines the planning and teaching of PSHE across the School.

At Orange Tree is led by Vicki Marer and the PSHE programme is taught through dedicated lessons, supporting activities during tutor time, other curriculum areas, and whole school activities and events.

At the OTS Ridgeway Site, PSHE is led by Barbara Maleki and is delivered through weekly assemblies and individual key teacher sessions. These sessions will depend on the health and wellbeing of the patients and based on the homeschool curriculum provided.

The PSHE policy has been planned and co-ordinated with due regard to statutory and regulatory frameworks and in consultation with staff. This policy is available on the school's website and a hard copy is available on request from the school's main office.

2. Aims and objectives

PSHE is central to the development of the students at OTS and reflects the school's aims and ethos: re-engagement and raising aspiration, unlocking every child's potential, and recognising and celebrating achievement. The programme of PSHE is designed to help students deal with the difficult moral, social, and health related issues that arise in their lives and in society.

The PSHE curriculum also helps students to develop the crucial knowledge, skills and understanding that they need to live confident, happy, healthy, and independent lives as citizens, family members, friends, parents, and workers.

In addition, the curriculum and programmes have the following aims:

- Fulfil our obligations to deliver Relationships, Sex and Health Education (RSHE)
- Students will have a clear understanding of appropriate relationships and the laws surrounding these.

- Students will cover age-appropriate topics on relationships and sex education to aid the individual to work out a personal morality and value system, respecting cultural, religious and family background.
- Students will understand the importance of inclusivity and respect for diversity in today's modern society, through an understanding of, but not limited to the protected characteristics, such as disabilities, religious beliefs, sexual orientations, and age.
- Students will develop an age-appropriate understanding of physical, mental, sexual, and emotional health and the ways to recognise when adjustments and improvements are needed and how.
- Students will develop confidence in their ability to achieve their aspirations and self-awareness to make informed choices about future life decisions – including careers.
- Factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse
- Students will develop the skills and knowledge to stay safe online, attain a high level of digital literacy, and successfully navigate online and offline activities.
- Students will develop the skills and knowledge to have respect for others and to equip them with the ability to deal with a range of spiritual, moral, cultural and political issues, through articulating themselves sensitively and thoughtfully, their feelings clearly and listening well, along with the ability to empathise and sympathise with the views of others.

The programme will promote student engagement with the fundamental British values; and as part of this will encourage students to have respect for democracy and support for participation in the democratic process, including respect for the basis in which the law is made and applied in England.

The programme aims to allow the individual to make decisions from knowledge, using critical thinking. It also aims to inform the individual about where to get further help and advice if required.

The PSHE curriculum aims to produce students who are equipped with life skills which allow them to be fully participating members of a fast-changing British

and global society. Using the Cre8tive PSHE curriculum, our students will develop a sense of self-worth and confidence to be the best version of themselves. They will mature into individuals who can think independently and critically and have the knowledge to make informed choices around their physical, mental, sexual, emotional and economic wellbeing.

3. Related policies

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Curriculum Policy
- Relationships and Sex Education Policy
- Acceptable Use of Internet Service Policy
- Safeguarding and Child Protection Policy
- RSHE Policy
- Careers Policy

4. Statutory and regulatory framework

This policy complies with and/or has regard to the following:

- Keeping Children Safe in Education (September 2024)
- PSHE Education Guidance (September 2021)
- Physical health and mental wellbeing (Primary and secondary)
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice (January 2015)
- Children and Social Work Act 2017
- RSHE Statutory Guidance 2025

5. Equality, diversity and inclusion

At OTS, we promote the needs and interests of all pupils and are committed to creating a safe and supportive learning environment where PSHE is taught. All students are made aware of the importance of tolerance, diversity, equality and inclusion as part of the PSHE programme. The school ensures that students with SEND requirements are known to PSHE teachers and that any considerations are taken into account in the delivery of the lessons.

The PSHE programmes delivered also provide the opportunity for students to:

- Understand the 2010 Equalities Act and the nine protected characteristics.
- Encourage students to show tolerance and respect as well as an understanding of differences
- Know and understand the fundamental British Values and develop an acceptance and respect of the value of diversity within society
- Raise awareness and educate students on the dangers of radicalisation and take steps to protect pupils from exploitation
- Promote principles which encourage and assist students with the acquisition of an appreciation of their own culture and other cultures
- Appreciate and understand the complexities of all forms of diversity, whether this be racial, sexual, cultural, or in regard to disabilities.

6. Teaching and learning

a. Principles

Our PSHE curriculum recognises that our students will bring prior learning and real-life experiences to the lessons and activities. The curriculum builds on these and encourages students to share and reflect upon their understanding of different topics to aid the learning of others and build confidence in participation.

The PSHE programme provides a supportive, and tolerant environment that allows students to discuss a wide variety of issues in an inclusive, judgement free manner.

The spiral nature of the curriculum allows them to revisit areas and explore them at an age-appropriate level and provides our students with opportunities to reflect on and clarify their values and attitudes, allowing them to engage in a meaningful way with a world where values and attitudes may be complex and at times in direct conflict with their own.

b. Content and Delivery

At OTS PSHE will be delivered through the 50 minutes PSHE lessons which are once every week for KS3 and every other half term in KS4 and KS5. Lessons are taught by a dedicated PSHE teachers alongside input from other members of staff and external speakers and companies where it is felt to be appropriate.

When using external speakers to deliver upon aspects of the PSHE curriculum, the school will comply with the School's Visiting Speakers policy and procedure to ensure the requisite due diligence has been conducted and that the content

of the talk is appropriate. The learning objectives and outcomes will be agreed with the external speaker in advance of the talk.

PSHE education follows the framework provided by the PSHE Association (www.pshe-association.org.uk). This national programme of study covers Key Stages 3 to 4 and is based on three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

This Framework has been further subdivided into six Core Themes using resources the Cre8tive PSHE Curriculum (www.cre8tiveresources.com) have developed, which have all been mapped to the PSHE Association and statutory DfE requirements.

These modules form part of a spiral curriculum, delivering content appropriate to each year group:

- Core Theme 1: Rights, Responsibilities & British Values
- Core Theme 2: Celebrating Diversity & Equality
- Core Theme 3: Relationships & Sex Education
- Core Theme 4: Staying Safe Online & Offline
- Core Theme 5: Health & Wellbeing
- Core Theme 6: Life Beyond School

The RSHE elements of the curriculum allow our students to understand appropriate behaviours which will help them to develop and maintain healthy relationships. This is an important aspect of PSHE. This may be in the form of working collaboratively in a group or pair to produce possible responses to scenarios that students might encounter in life or reflecting on how they will use their acquired knowledge to make positive choices in their own lives as they move through school.

At OTS Ridgeway, PSHE is delivered through weekly assemblies and individual Key teacher sessions. The curriculum is based on the curriculum provided by the homeschool for individual students.

c. PSHE Differentiation

In PSHE, we have high learning expectations for all students. It is essential that all our students are challenged to think deeply about the different aspects of PSHE and their rights and responsibilities in respect of being caring, thoughtful

and productive individuals. A range of strategies will be used to achieve appropriate levels of differentiation. Students may be given thinking time before being asked questions, sometimes with the opportunity to share their ideas in discussion with a partner or in a small group to improve understanding.

All students will be asked to contribute to lessons, though due to the sensitive nature of some areas of the curriculum, there will be an awareness on the part of the teacher that a student may not wish to share a response with a larger group of their fellow students, and therefore it may at times be appropriate to allow for collecting anonymised responses to share.

Students with additional needs can also be further supported through scaffolded activities provided in the lesson for every unit.

d. Literacy & Numeracy in PSHE

A shared understanding of particular vocabulary is important in PSHE. A high level of skill in communication is essential when presenting an opinion or point of view, and an understanding that such communication needs to utilize precise, neutral and non-offensive language to convey the intended meaning. Evidence supporting a particular position should be presented in the same way, and topic-specific vocabulary used where appropriate.

In respect of literacy in PSHE you will find every lesson in the curriculum will introduce students to new terminology and this will be highlighted on the first slide of every lesson and will be recorded in the SOW.

Expectations for students following the Cre8tive PSHE Curriculum will be as follows.

- Be able to present an opinion or point of view which is clear in meaning
- Use subject-specific vocabulary in an appropriate context
- Present evidence to support a particular opinion which uses precise, neutral and non-offensive language
- Be able to understand numeral data presented in graphic forms, such as pie charts, bars and other types of graphs
- Be able to calculate percentages and work percentages backwards into original amounts
- Be able to analyse simple statistical information and decide if it meets a standard for statistical significance

e. Cross-curricular links

Spiritual

- Exploring beliefs and experiences
- Respecting faiths, feelings and values
- Enjoying learning about oneself, others and the surrounding world
- Using imagination and creativity
- Reflecting on own values and beliefs

Moral

- Recognising different ideas of right and wrong, and how these sit with personal moral compasses
- Respecting the law
- Understanding the consequences of actions and behaviours
- Exploring moral and ethical issues
- Offering reasoned viewpoints in concise, neutral and non-offensive language

Social

- Engaging with Fundamental British Values
- Working collaboratively with others
- Linking learning to wider society

Cultural

- Appreciating the role of culture in shaping individual values and opinions
- Understanding, accepting, respecting and celebrating diversity

Fundamental British Values

The unit contained within the themes of Celebrating Diversity and Equality and Rights, Responsibilities and British Values explores all the fundamental British values with a particular focus on democracy.

Celebrating Diversity and Equality underlines respecting differences through mutual respect, tolerance of those with different beliefs and the right to individual liberty. Individual liberty is also explored in learning about trade unionism and vaccination.

f. Other subject areas links

Science

Key Stage 3 and 4, includes teaching about reproduction in humans. For example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS. Stem cell research and associated ethical considerations.

Business Studies and Economics

Entrepreneurship, Consumer and employment rights, Trade unions and industrial action and the impact on the economy

Sports Studies

Healthy eating, using stress to optimize performance. Health education can complement what is taught through PE by developing core knowledge and a broader understanding that enables people to lead healthy, active lives.

Psychology

Different forms of mental illness, treatments and societal understanding of mental illness.

Computing.

E-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

7. PSHE overview

Our current PSHE programme can be seen in Appendix 1 attached to end of this policy. This gives a complete overview of the content delivered to each Key Stage at points during the school year.

Key Stage 3:

Students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Key Stage 4:

Students deepen knowledge and understanding, extend and rehearse skills, and further explore attitudes, values and attributes acquired during key stage 3. PSHE education reflects the fact that students are moving towards an independent role in adult life, taking on greater responsibility for themselves and others

Key Stage 5:

By the end of key stage 5, many young people will leave home for the first time and live independently, possibly in distant locations. There is a balance throughout this Programme of Study between preparing students to manage their current lives and laying the foundations for managing future experiences.

This key stage represents the last opportunity to ensure that students have the knowledge and understanding, skills, strategies and attributes they need for independent living and the next stage in their education or career.

8. Monitoring and Review

The Head of PSHE and the Senior Leadership Team (SLT) will regularly monitor and evaluate the effectiveness of this policy.

This policy will be subject to review at least annually (or more frequently if changes to legislation, regulation or statutory guidance so require) by the Deputy Head (Teaching and Learning) and Head of PSHE. At every review, the policy will be approved by the relevant committee of the Governing Body.

The date of the next review is shown on the front.

APPENDIX 1











