



Aspire SEMH PSHE Policy

Shortenills, Shortenills Abbey and Orchard House

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Reviewed by:	Executive Team, Trustees Ratified by Trustees
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1. Purpose and context

In line with the Education Act 2002 and the Academies Act 2010, Aspire provides a balanced PSHE curriculum which:

- promotes an awareness and understanding of student safety, independence and risk assessment, as well as cultural, mental and physical development whilst building self-esteem, and preparing pupils at the school for the opportunities, responsibilities and experiences of later life

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. At Aspire we work hard to support the mental health of the students and have assigned members of staff as mental health leaders and have trained mental health first aiders across the school. Aspire has a Senior Mental Health Lead that sits on the school leadership team.

This is in line with Section 34 of the Children and Social Work Act 2017 and The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, which took effect in September 2020.

Relationship and Sex Education is delivered to students in years 7 to 11 as part of the PSHE (Personal, Social, Health and Economic) curriculum, and the National Curriculum Science topics. This PSHE policy and curriculum has been designed with this in mind.

1.1 Aims and Objectives (Curriculum Intention)

Our school's ethos is to lead with love. Teachers engage with students and build rapport through demonstrating kindness. They support students in developing a love of learning and a deeper understanding of themselves.

Our PSHE programme aims to deliver the ethos of Aspire, ensuring the students feel valued, respected, loved and cared for. Our curriculum drivers are 'safe, love, learn' which run through everything we do. We recognise the importance of PSHE for our learners, in that we see the subject as a foundation to our curriculum.

We deliver a curriculum that considers the needs of all students, which may involve dealing sensitively and honestly with sexual orientation, answering appropriate questions and offering support. There will be no direct promotion of sexual orientation but a recognition of diversity and equality for all.

1.1.1 Shortenills and Shortenills Abbey curriculum Intent

Curriculum Intention

Personal, Social, Health and Economic (PSHE) education is an important and necessary part of our pupils' education. Our aim is to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions in order to lead a happy and healthy life.

- We intend for our PSHE curriculum to cover all areas of statutory guidance from the PSHE association so that our PSHE offer is broad and balanced in its approach
- We intend for our PSHE curriculum to offer pupils the skills and knowledge needed to be a positive citizen of modern Britain
- We intend for our PSHE curriculum to enable pupils to think more openly about the modern world and to challenge stereotypical thinking
- We intend for our PSHE curriculum to address gaps in fundamental knowledge
- We intend for our curriculum to allow pupils to gain a comprehensive knowledge of their rights and the rights of other in a contemporary society both locally, nationally and globally
- We intend for our PSHE curriculum to allow pupils to understand the rule of law and the consequences of law breaking
- We intend for our PSHE curriculum to give pupils better self-concept, self-awareness and self-worth enabling children to co-regulate
- We intend for our PSHE curriculum to promote self-care, acceptance and advocacy for difference
- We intend for our curriculum to allow pupils to know the value of freedom of speech and allow them to argue, debate and discuss in a controlled environment

1.1.2 Orchard House curriculum intent

At Orchard House, we offer a comprehensive and proactive programme of study in PSHE, that is flexible and responds to identified need and one which is firmly embedded in Aspire's core values and the DfE's Statutory Guidance. Our fundamental aim is to open our young people's hearts and minds, enabling them to deal with the daily challenges they face, and to then venture onto their next stages in life respectfully and armed with the tools necessary to become great citizens of the wider world.

We strongly believe that PSHE is an important part of our curriculum which is developmental not chronological; we start where the students are, and build skills and knowledge from there, rather than starting with the expectation that they will be at a particular place because of their age or curriculum year.

We deliver a robust PSHE curriculum and provide an open and inclusive learning climate where students feel safe to explore and question challenging topics. We have tailored the PSHE Associations' 'Programme of Study' to suit our pupils needs.

As a short term SEMH provision, we have an ever-changing and transitional cohort. This means that we are adaptable and flexible, responding to the needs our student's present both individually and as a group.

Throughout Aspire, and throughout the year, our students at Orchard House follow the PSHE Associations' three core themes*:

- Health and Wellbeing
- Relationships
- Living in the Wider World.

We believe these topics to be essential in developing the skills our learners need to be successful, well rounded, rights respecting global citizens and we match the curriculum to ensure our learners can be work and life ready. We approach topics with care and sensitivity as we know the many issues our learners face.

At KS3, our main areas of focus are to support our students in understanding and adopting a positive attitude towards self-care and the care of others (physical and mental), promoting healthy lifestyle choices, assessing risk, and dealing with peer pressure, keeping safe in the digital world, nurturing

and fostering healthy relationships, promoting diverse and non-discriminatory thinking and developing future skills and aspirations.

Our scheme of work at KS4, has a focus on Mental Health - looking particularly at strategies to improve mental health and emotional wellbeing. We explore influence (drugs and gangs) and promote exit strategies for pressurised or dangerous situations. We continue to build on and consolidate topics visited in KS3 such as healthy relationships promoting respect and self-care throughout. We explore myths, assumptions, misconceptions and social norms about sex, gender, and relationships. Most importantly, through the delivery and exploration of these topics our students will know where to go for help.

1.2 Creating a safe and supportive learning environment

We will create a safe and supportive learning environment by using clear 'ground rules' and a safeguarding policy that is understood by all (adults and children) is important in creating this. During PSHE lessons, pupils may indicate in some way that they are vulnerable or 'at risk'. In these circumstances, our usual safeguarding practices apply.

Students are reminded of the classroom rules; we will set the following ground rules at the start of lessons and these are displayed in the classroom:

- Everyone has the right to learn
- Everyone has the right to be respected
- Everyone has the right to feel safe

School community expectations

We will help each other to:

- Feel safe
- Feel Heard
- Feel Valued
- Feel Loved
- Be able to learn
- Feel able to speak out

I will:

- Treat others with respect
- Take care of our environment

Aspire prioritises student welfare and safety. All staff are statutory safeguarding trained and have access to DSLs regularly.

1.3 Entitlement and equality of opportunities

The PSHE curriculum is in line with the Aspire equality, diversity and inclusion policies.

Lessons consider pupils' ability, age, readiness and cultural backgrounds, and are adjusted to enable all pupils to access the learning.

Full PSHE education provision is accessible to every pupil, although parents have a right to withdraw their children from those parts of RSE not within the national curriculum Science programmes of study.

2. Statutory requirements

PSHE 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

We are required to cover the content for Relationships and Sex Education, and Health Education, as set out in the statutory guidance from Department for Education.

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. This policy can be found on our website.

For other aspects of PSHE, including health education, see the curriculum map below for more details about what we teach in each year/Key Stage.

Intended outcomes

As a result of our PSHE programme of learning, pupils will have opportunities to consider and clarify their values and beliefs and to rehearse and develop enquiry and interpersonal skills. Developing healthy relationships and effective communication skills are central to this. We recognise the need for our students to be taught how to risk take in safe ways. We also intend to teach students how to behave appropriately.

At Aspire, we want to enhance the student's self-belief, risk management skills and to support the students in finding and accessing help (signposting support strategies and organisations).

Teaching and learning

We consider student's prior learning and life experiences by beginning each new topic in PSHE by determining pupils' prior knowledge.

Topics will be presented in a balanced manner and based on fact.

At Aspire we reassure students that the majority of young people actually make positive, healthy lifestyle choices (shock tactics are proven to reduce student engagement with the subject).

Teaching is kept relevant to student's needs, through making connections between the learning they receive in PSHE education and their current and future 'real life' experiences.

The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education. The students record their competency in topic areas against objectives in the form of 'I can...' statements to help assess their learning. We also use red, amber, green colour coding (where appropriate) to support the students in recognising their confidence in each topic.

We create strong links with careers education and create Record of Achievements to develop self-belief and positive attitudes in looking forward and planning for the future.

Sexual identity and sexual orientation

We aim to make sure that the needs of all students are met in their programmes of study. The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support without direct promotion of sexual orientation.

Planning

All lessons are designed to expand and develop student awareness and understanding and are sensitive to a range of views.

At Aspire, we ensure that pupils always have access to the learning they need to stay safe and healthy, and protect and enforce their human rights. This includes clear, impartial information in relation to matters such as forced-marriage, female genital mutilation and abortion.

See Appendix 1 for the long-term Overview for KS3 and KS4.

3.2 How we teach it

PSHE is an opportunity for teachers to allow students to establish coping mechanisms of resilience, growth mind set, reflection and regulation whilst being able to establish appropriate ways to develop their own values, beliefs and self- concept which are key components in establishing their future.

PSHE will be taught through a three main topic-based approach, as directed by the PSHE Association. The topics include:

- Health and Wellbeing
- Relationships
- Living in the Wider World

From these topics, our curriculum is mapped; has an enquiry approach and is thematic.

As a base of our curriculum model, we recognise the importance of personal development across Aspire. Teaching of PSHE may include reactive sessions, where teachers or SLT recognise the need to teach a child or group of children something in the moment. In addition, pupils have access to a comprehensive careers programme relevant to their age.

Vocational qualifications are the vehicle in which we teach PSHE in KS4 at Shortenills and Shortenills Abbey, however, our qualifications act as an assessment tool here, and PSHE content is taught before the completion of assessments. In KS4, statutory guidance is followed from the PSHE association. Pupils have access to NOCN qualifications and a comprehensive careers programme.

Teaching responsibility and staff training

PSHE at across Aspire is delivered by dedicated teachers. At Shortenills and Shortenills Abbey, students are taught in Nurture groups. Their class teacher teaches them PSHE.

- Visitors, professionals and specialists can bring their expertise or personal stories to enrich pupil's learning. This is part of the learning objectives, and these objectives would be shared with the visitors and then agreed in advance.
- Teachers will remain present to manage the learning, and to ensure that it is safe.
- When using external speakers to deliver aspects of our PSHE programme, we will ensure that the workshop and objectives are suitable and relevant to the students participating.
- A variety of approaches are used to give students relevant information, such as mind mapping, case studies, workshops, vocabulary/definitions, to enable moral issues to be explored in discussion; and to acquire appropriate skills. Details can be seen in the scheme of work. Relationship and Sex Education (secondary) Students are taught in mixed ability groups. When there is specific need, arrangements will be made to teach students in appropriate groups.
- We must be sensitive and cautious around some areas of the RSE programme of study ensuring that any past trauma around this topic is managed safely.
- Aspire works with professionals to deliver Sex and Relationship Education, including health professionals, social workers and youth workers who also provide Relationship and Sex Education in the wider community. These workshops/sessions have much to offer, in meeting the needs of students, supporting the PSHE curriculum and delivering information about core topics in fact-based ways. We also work closely with the Thames Valley Link Team.
- This also benefits the students by signposting the students to support outside of educational environments and in bringing a new perspective and offering specialist knowledge, experience and resources.
- Health professionals who are involved in delivering programmes are expected to work within Aspire's Sex and Relationship Policy. However, when they are in their professional role (i.e. not working in our schools), they should follow their own professional codes of conduct.

Assessment

- We record and measure the student's learning based on the lesson objectives and outcomes.
- The teacher and students both need to know what has been learned, and how learning and understanding has progressed and together complete a log of the student's confidence/attitude towards achieving the objective.
- We measure students' progress by checking what they know at the start of a unit and returning to this at the end of the teaching period to see what they know and what they can do by the end of the teaching cycle.

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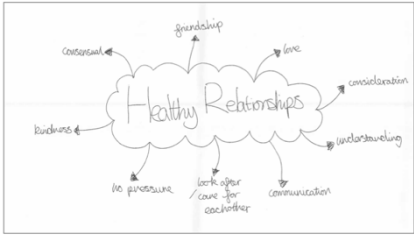
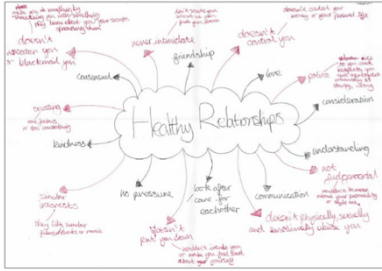
Assessment

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MIND-MAP ACTIVITIES

Baseline assessment activity

In this example, the student was asked to mind-map their thoughts and ideas about healthy relationships, on their own before starting lessons on relationships.

Baseline revisited as an endpoint assessment

After the lessons, the student returned to their mind-map and added to it in red. Their baseline activity showed quite a good understanding of the basic features of a healthy relationship but their revisited mind-map shows their new learning, especially in relation to recognising signs of an unhealthy relationship.

Timetabling

- Students have at least 2 PSHE lessons a week.
- As the topics are taught in a spiral curriculum, it means that they are revisited over time and taught in greater depth as the students progress through the curriculum. This approach avoids PSHE education becoming a string of 'topics' or disconnected issues.
- Our provision is further enriched by vocational and careers enrichment days and through mentoring and support sessions with youth workers and mental health professionals.

Confidentiality and handling disclosures

- Due to the nature of PSHE education, pupils' learning may result in them seeking advice or support on a specific personal issue.
- All teachers are expected to follow our normal safeguarding practices when dealing with sensitive topics including managing disclosures. See our Safeguarding and Child Protection Policy.
- Teachers cannot offer complete confidentiality. It is for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential.
- It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the school's confidentiality policy, not their own. When external contributors attend our sites, they must follow our visitor protocol (see Safeguarding and Child Protection policy).
- Disclosure or suspicion of possible abuse - staff are duty bound to report through our usual safeguarding systems.
- Disclosure of pregnancy or advice on contraception - it is hoped that students who are in difficulty know that they can talk to an adult in the school and that they will be supported. Professional information and guidance will always be sought from a health professional. Students should be asked whether they can tell their parent(s)/carer(s) and whether they want help in doing so. If this takes place, subsequent responsibility then lies with the parent(s)/carer(s).
- It will need to be checked. If students refuse to tell their parent(s)/carer(s), the adult should refer them to a health professional. The adult should report the incident to the Head of

School who will consult with the health professional adult about informing parent(s)/carer(s).

Responding to pupils questions

- It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. If necessary, teachers also need to feel able to ask a pupil to wait for an answer to give them time to consult with the school's leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. For instance: 'That is a really interesting question and I need time to think because I want to give you a proper answer.' Teachers should work with colleagues if necessary to construct an appropriate answer.

Involving parents and carers

- Parents and carers will be informed about the policy through the school website and in the school induction pack, where Aspire seeks consent from parents and guardians.
- The policy can also be made available during Annual Reviews upon request.
- Effective communication and co-operation between Aspire and parents/carers is essential to the successful implementation of this policy.
- The curriculum can be discussed in greater detail with the Head of School or the Head of SEMH and Curriculum.
- Aspire will do their best to provide copies of the policy in additional formats/languages, if requested and required.
- The Learning and Skills Act 2000 requires parents have the right to withdraw their child from all or part of Sex Education provided outside of national curriculum science. Parents wishing to exercise that right are asked to make an appointment to meet the Head of PSHE or Head of Science to discuss the issues, they are under no obligation to do so. This should be granted up to three terms before their child turns 16. Once a child is withdrawn, they cannot take part in later sex education without parental approval. Some parts of sex and relationship education are compulsory - these are part of the national curriculum for science and the compulsory Relationships education will take place in PSHE. Parents can withdraw their children from other parts of Sex Education if they so wish. As per Government guidelines there is no right to withdraw from Relationships Education at primary or secondary as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Access to the full policy will be given to all parents / carers when their child joins Aspire.

4. Roles and responsibilities

4.1 The Board of Trustees

The Aspire Trustees will hold the CEO to account for the implementation of this policy.

The Trustees have delegated the approval of this policy to Aspire's Executive Leadership Team.

4.2 The CEO and Executive Leaders

The CEO is responsible for holding the Executive Headteacher accountable for the implementation of this policy. The Executive Leadership team are responsible for ensuring PSHE is taught in a way that adheres to this policy.

4.3 Staff

Staff are responsible for:

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

4.4 Pupils

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

5. Monitoring arrangements

The delivery of PSHE is monitored by Head of PSHE and SLT through:

- Department meetings, inset activities, lesson observations, performance management, data recording, book reviews, CPD, student progress (data) recording.

The policy will be reviewed annually by the Head of PSHE, and the Head of Science will monitor Sex and Relationship education. At every review, the policy will be approved by the Executive Leadership Team.

6. Links with other policies

This policy links to the following policies and procedures:

- Aspire Safeguarding and Child Protection Policy
- Aspire E Safety Policy
- Aspire Relationships and Sex Education Policy
- Aspire Equality and Diversity Policy

The Policy was produced through consultation with the Science department (regarding sex and reproduction), with school staff and the PSHE department, the Aspire Executive Team and the Trustees.

Appendix 1

PSHE Long Term Overview – KS3



KS3 PSHE LTP – Shortenills

Please see our specific careers programme documents for reference. This runs alongside our PSHE Programme and has weekly timetable sessions. Where pupils have gaps in PSHE knowledge, we use reactive PSHE once a week to fill these. Reactive PSHE may cover specific safeguarding lessons assigned by the DSL.

	Term One and Two	Term Three and Four	Term Five and Six
Cycle A	<i>Am I a good person?</i>	<i>What do I need to survive?</i>	<i>Who has the power?</i>
	Key Topic: Health and Wellbeing PSHE Assoc. Coverage: H1-22	Key Topic: Living in the wider world PSHE <u>assoc</u> coverage: H5, 14, 16, 17,18	Key Topic: Relationships and Sex Education PSHE Assoc coverage: R1-7, R13-23
	Self-concept, resilience, body image, negative judgements and comments of others, Emotional wellbeing. Unhealthy coping strategies (self-harm – sensitively), sleep, balance, hygiene and routine. Emotions.	Healthy eating and influences, British Values, tolerance and respect, democracy, rule of law, individual liberty resilience, mental health, physical activity	Healthy Relationships (trust and respect), Different kinds, positive and negative relationships, gender identity, sexual orientation, marriage, consent, forming and maintaining healthy relationships, trusting relationships, sexting and explicit images. Grooming. Peer pressure.
Cycle B	<i>What does it mean to be in control?</i>	<i>What is freedom?</i>	<i>Who am I?</i>
	Key Topic: Health and Wellbeing PSHE Assoc. Coverage: H23 -32	Key Topic: Living in the Wider World PSHE Assoc coverage: L13- 19	Key Topic: Relationships and Sex education PSHE Assoc. Coverage: H34-36 R8, R24-R31, R37-R41, R42-R47
	Brain, house model, Managing feelings and emotions, mental health, Drugs, Alcohol and tobacco. Substance misuse, managing risk and personal safety. Impact on decision making. Gambling. Peer pressure	Careers in Victorian fields. Financial choices, credit reports and impact, budgets, attitudes to finance and debt, employment rights and responsibilities, skills employers value. Types of work, self-employed etc.	SEEK PARENTAL CONSENT. Puberty and sexual health. Bullying, abuse and discrimination, social influences, peer pressure, harmful social norms, media and pornography. Peer pressure and sex. Consent.
Cycle C	<i>How can conflict be resolved?</i>	<i>How do I accept myself?</i>	<i>What is reality?</i>
	Key Topic: Health and Wellbeing PSHE Assoc. Coverage: H33	Key Topic: Living in the Wider World L1-10	Key Topic: Relationships and Sex Education R32-R36 L20-27
	What effects wellbeing and ways to boost it. Confidence and building self-esteem. Conflict and conflict resolution First Aid	CV writing. Setting goals, aspirations. Strengths, skills and qualities. Choices and pathways. Myself and working as a part of a team. Communication, negotiation and compromise.	STI's. Contraception and parenthood. Services available to manage relationships. Intimacy and pleasure. Loss and bereavement. Media literacy and digital resilience. Consent.

PSHE Long Term Overview – KS4

KS4 PSHE Curriculum Long Term Plan

Our PSHE curriculum wholly adopts guidance from the PSHE association in order to provide pupils with the education they need and deserve to success in life. This guidance has been mapped alongside a qualification in Personal Wellbeing through Gateway. This is a Level 2 qualification. Much of 'Living in the Wider World' is covered within our careers programme, supported by the DHOS.

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Enquiry	<i>Are morals important?</i>	<i>Are you a better person if you have money? Are men regarded higher than women</i>	<i>What do humans need to function in modern Britain?</i>	<i>Is there life beyond earth?</i>	<i>Are humans fearful beings? Do we have a right to be scared?</i>	
Cycle A	Beliefs and Values Strengths and weaknesses <u>Managing Behaviour</u> H1, R9, R10, R35, R36, R37, R38, L1, L1, L3	Sex and Relationships Relationships values, consent, sexual assault, R1, 2, 3, 4, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27. H26 -33	Equality and Diversity LGBT, British Values R5, 6, 26. R28, 29, 30, 31, 32, 33, 34	<u>Understanding Risk</u> Sexual risk, gambling, Money, financial Choices H17, 18, 22, 23, 24, 25 L16, 17, 18, 19, 21	Drug and Substance Misuse Understanding Feelings and Emotions H5, 6, 7, 8, 9, 10, 19, 20, 21, R37	Revision and Exams 'My life beyond <u>Shortenills</u> ' Project work for Year 11's Mop up – Year 10s
Assessment/ QA	Beliefs and Values assessment booklet and Unit Brief – Gateway	Sex and Relationships assessment booklet and unit brief – Gateway	Valuing Equality and Diversity assessment booklet and unit brief – Gateway	. Understanding Risk assessment booklet and unit brief – Gateway	Drug and Substance Misuse assessment booklet and unit brief. Understanding feelings and emotions assessment booklet and unit brief	Year 10: Claim the award with 6 credits – 1 credit from each of the 5 subsections Year 11: 1 st year – claim award. 2 nd year claim cert.
	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Enquiry	<i>Does greed get the better of us?</i>	<i>Does violence work?</i>	<i>Can we make societal change on our own?</i>	<i>Has society changed?</i>	<i>What is life like in the real world?</i>	
Cycle B	<u>Understanding Motivation</u> Living in the wider world. Motivations with work L	Developing Confidence and Self Awareness H1, 2, 3, 4	Making Decisions On and Offline Digital resilience L22, 23, 24, 25, 26, 27, 28, 29	Individual R and R in society Rights and morals L13, 14 and 15	Enrichment Activity	Revision and Exams 'My Life Beyond <u>Shortenills</u> ' Project work for Year 11s Mop up – Year 10s
Assessment / QA	Understanding Motivation assessment booklet and unit brief	Developing confidence and Self Awareness assessment booklet and unit brief	Making Decisions assessment booklet and Unit brief	Individual Rights and <u>Resonsibilities</u> in Society assessment booklet and Unit brief		Year 10: Claim the award with 6 credits – 1 credit from each of the 5 subsections Year 11: 1 st year – claim award. 2 nd year claim cert.