



Personal, Social, Health and Economic (PSHE) Education Policy

Policy Reviewed by:	Hayley Richardson-Byrne / Suzy Hollett
Date:	01.09.2026
Policy Verified by:	Senior Management Team
Date:	06.10.2026
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Key Personnel	
Proprietor	Sara Llewellyn
Designated Safeguarding Lead (DSL)	Suzy Hollett
Deputy Headteacher	Natalie Lovelock
HR Manager	Hayley Richardson Byrne
Business Manager	Sophie Illingworth
IT Manager	Jamie Martin
Teaching Staff	Joe Ross Ryan Colvin

1. Policy Statement

Maple Haven School is a specialist independent SEND school supporting up to 14 primary-secondary aged pupils.

The school is committed to delivering a comprehensive Personal, Social, Health and Economic (PSHE) curriculum that supports pupils to develop the knowledge, skills and attributes they need to stay safe, healthy and prepared for life both now and in the future.

PSHE education forms a central part of the school's wider safeguarding curriculum and contributes significantly to pupils' personal development, wellbeing, emotional literacy, independence and preparation for adulthood. Maple Haven School adopts a stage not age approach, recognising that many pupils have differing developmental needs, communication profiles and learning pathways. PSHE learning is therefore adapted to meet individual needs while ensuring all pupils have access to age-appropriate learning.

The school recognises that many pupils may be vulnerable to exploitation, manipulation, bullying, discrimination and online risks. Through PSHE education, pupils are supported to develop resilience, confidence, self-awareness and strategies to keep themselves safe.

2. Aims

This policy aims to:

- Promote pupils' physical, emotional and mental wellbeing.
- Support pupils to build positive relationships.
- Develop self-awareness, confidence and resilience.
- Teach pupils how to stay safe in school, at home and in the community.
- Support pupils in understanding and managing their emotions.
- Promote respect, equality and inclusion.

- Encourage healthy lifestyle choices.
- Develop understanding of rights, responsibilities and British Values.
- Support preparation for adulthood and independence.
- Provide pupils with knowledge to make informed decisions.
- Support safeguarding and promote pupil welfare.
- Enable pupils to become active and responsible members of society.

3. Maple Haven School Context

Maple Haven School supports pupils with a range of special educational needs and disabilities including:

- Autism Spectrum Condition (ASC)
- Social, Emotional and Mental Health (SEMH) needs
- Communication and interaction differences
- Sensory processing differences
- Learning difficulties
- Emotional regulation difficulties

The school recognises that pupils may require adapted teaching approaches in order to access PSHE effectively.

Learning may be delivered through:

- Visual supports
- Social stories
- Role play
- Sensory-based activities
- Structured discussion
- Practical experiences
- Individual and small group work
- Therapeutic interventions where appropriate

PSHE teaching is tailored to individual EHCP outcomes and developmental needs.

4. Legislative Framework

This policy has regard to:

- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education Regulations 2019
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- Equality Act 2010
- Human Rights Act 1998
- Independent School Standards
- SEND Code of Practice
- Prevent Duty Guidance

- Data Protection Act 2018
- UK GDPR

5. Curriculum Content

The PSHE curriculum is planned progressively and supports pupils' personal development.

The curriculum includes:

Health and Wellbeing

Pupils will learn about:

- Physical health
- Emotional wellbeing
- Mental health
- Healthy lifestyles
- Personal hygiene
- Sleep and healthy routines
- Healthy eating
- Physical activity
- Managing feelings and emotions
- Personal safety

Relationships

Pupils will learn about:

- Friendships
- Family relationships
- Respectful behaviour
- Boundaries
- Consent at an age and developmentally appropriate level
- Bullying and discrimination
- Online relationships
- Trusted adults
- Keeping safe in relationships

Living in the Wider World

Pupils will learn about:

- Communities
- Diversity
- Equality
- British Values
- Rights and responsibilities
- Money awareness

- Future aspirations
- Independence skills
- Citizenship
- Environmental responsibility

PSHE education is linked to safeguarding themes and reflects current local and national concerns where appropriate.

Our Approach to PSHE in an SEN Setting

We recognise that pupils develop, learn and understand at different rates. PSHE teaching is therefore planned primarily according to each pupil's developmental stage, level of understanding, communication needs and individual Special Educational Needs and Disabilities (SEND), rather than chronological age alone.

At the same time, chronological age, physical development and the risks pupils may encounter are carefully considered. This ensures that all pupils receive appropriate education relating to safeguarding, relationships, health, wellbeing and preparation for adulthood.

Teaching is personalised, adapted and revisited as often as necessary to support pupils to develop, retain and apply their learning in a range of contexts.

PSHE Curriculum Content

Our PSHE curriculum supports pupils' personal development, wellbeing and independence and includes learning about:

- Relationships, friendships, boundaries and consent.
- Personal safety and seeking help.
- Physical health and healthy lifestyles.
- Mental health, emotional wellbeing and self-regulation.
- Online safety and digital citizenship.
- Puberty, growing up and personal hygiene.
- Independence and life skills.
- Economic wellbeing and employability skills.
- Rights, responsibilities and decision-making.
- Preparation for adulthood and community participation.

Statutory Relationships, Sex and Health Education (RSHE/RSE) content is taught as appropriate to pupils' needs and developmental stage. Further information, including parents' rights to request withdrawal from aspects of sex education, can be found in the school's RSE Policy.

How We Teach PSHE

Teaching is personalised, accessible and inclusive, enabling all pupils to engage meaningfully with the curriculum. Staff use a range of approaches, including:

- Visual supports, symbols and accessible language.
- Augmentative and Alternative Communication (AAC) and other communication supports.
- Practical activities and experiential learning.
- Role play and modelling.
- Social stories and real-life scenarios.
- Repetition, reinforcement and overlearning.
- Individual, paired and small-group teaching where appropriate.

Pupils are supported to recognise safe and unsafe situations, understand appropriate boundaries, communicate their choices and preferences, develop self-advocacy skills, and know how and when to seek help from trusted adults. When assessing learning, staff will take account of each pupil's communication profile and level of understanding. Participation, compliance or repetition of information will not be assumed to demonstrate understanding, capacity or consent.

Any safeguarding concerns, disclosures or welfare issues arising during PSHE lessons will be managed in line with the school's safeguarding and child protection procedures.

6. Relationships and Sex Education (RSE)

Relationships Education and Health Education are delivered in accordance with statutory guidance.

The school's approach reflects:

- The age of pupils.
- Developmental readiness.
- SEND needs.
- Individual communication abilities.
- Safeguarding responsibilities.

Further information can be found in the school's Relationships and Sex Education (RSE) Policy.

7. Teaching and Learning

PSHE is delivered through:

- Timetabled PSHE lessons.
- Therapeutic interventions.
- Assemblies.

- Enrichment activities.
- Educational visits.
- Forest School activities.
- Daily classroom practice.
- Pupil voice opportunities.
- Safeguarding and wellbeing activities.

Teachers create safe and supportive learning environments that encourage participation and discussion.

Learning activities are adapted to ensure accessibility for all pupils.

8. Safeguarding

PSHE contributes significantly to safeguarding.

Through the curriculum, pupils learn about:

- Personal safety.
- Healthy and unhealthy relationships.
- Online safety.
- Exploitation.
- Grooming.
- Bullying.
- Mental health.
- Consent and boundaries.
- Seeking support from trusted adults.

Any safeguarding concerns arising during PSHE lessons will be managed in line with the school's Safeguarding and Child Protection Policy.

Concerns will be reported to the Designated Safeguarding Lead and recorded on CPOMS where appropriate.

9. Roles and Responsibilities

Proprietor

Sara Llewellyn is responsible for:

- Providing strategic oversight.
- Monitoring policy implementation.
- Ensuring statutory requirements are met.
- Reviewing curriculum effectiveness.
- Supporting continuous improvement.

Deputy Headteacher

Natalie Lovelock is responsible for:

- Overseeing curriculum delivery.
- Monitoring teaching and learning.
- Supporting staff.

- Ensuring consistency across the school.
- Reviewing pupil outcomes.

Designated Safeguarding Lead (DSL)

Suzy Hollett is responsible for:

- Ensuring PSHE supports safeguarding.
- Monitoring safeguarding themes within the curriculum.
- Supporting staff with safeguarding concerns.
- Reviewing emerging risks affecting pupils.
- Liaising with families and agencies where appropriate.

Teaching Staff

Teaching staff are responsible for:

- Delivering PSHE effectively.
- Adapting lessons to individual needs.
- Promoting respectful discussion.
- Monitoring pupil engagement.
- Reporting safeguarding concerns.
- **Supporting pupil wellbeing.**

Pupils

Pupils are expected to:

- Participate appropriately in lessons.
- Respect the views of others.
- Follow school expectations.
- Engage positively with learning.
- Seek support when needed.

10. Equality, Inclusion and Accessibility

Maple Haven School is committed to ensuring that PSHE education is accessible to all pupils.

The school will:

- Make reasonable adjustments.
- Adapt learning materials.
- Use alternative communication methods.
- Promote equality and diversity.
- Challenge discrimination and prejudice.
- Ensure all pupils can participate meaningfully.

11. Assessment, Monitoring and Evaluation

Assessment within PSHE is formative and focuses on pupil progress, understanding and personal development.

Monitoring activities may include:

- Learning walks.
- Lesson observations.
- Planning scrutiny.
- Pupil voice.
- Work sampling.
- Staff feedback.
- Parent feedback.
- EHCP reviews.
- Safeguarding reviews where appropriate.

The effectiveness of the curriculum will be reviewed regularly to ensure it remains relevant and responsive to pupils' needs.

12. Review

This policy will be reviewed annually or sooner where:

- Legislation changes.
- Statutory guidance changes.
- Inspection findings require amendment.
- Safeguarding priorities change.
- School circumstances change.

The review will be led by the Proprietor and Senior Leadership Team to ensure that PSHE education continues to support the safety, wellbeing and personal development of all pupils.