



**MUNTHAM HOUSE SCHOOL**

**PSHE  
POLICY**

## **PSHE Policy**

### **Overview**

This PSHE Policy outlines Muntham House School's approach to delivering high-quality Personal, Social, Health and Economic Education (PSHE), in line with the revised statutory RSHE guidance updated by the Department for Education in December 2025, becoming statutory from September 2026.

Our curriculum is tailored to learners with autism, ADHD and other neurodiverse profiles. Lessons emphasise predictability, emotional regulation, therapeutic support and clear structure. Teaching content for KS1 through KS5 is regularly amended in light of current affairs, national trends, and local data.

### **Statutory Framework**

This policy aligns with the revised DfE statutory RSHE guidance (updated December 2025) and strengthened requirements, including:

- Greater focus on misogyny, violence against women and girls, and the harmful impact of pornography.
- Inclusion of personal safety education (road, rail, water and public-space safety).
- Recognition of emerging digital safeguarding risks, including AI-generated deepfakes and toxic online subcultures.
- Reinforced mental health content, including grief, loss and loneliness.
- A requirement for clear sequencing, progression and mapping of statutory RSHE content.

### **Working with Parents and Carers**

In line with DfE expectations, all PSHE/RSHE materials are available for parental review. Parent/carers engagement includes coffee mornings, drop-ins and ongoing communication regarding sensitive topics, ensuring transparency and collaborative safeguarding.

### **Intent, Implementation and Impact**

#### **Intent**

Muntham House School's PSHE Scheme of Work aims to equip our young people with the essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes young people need to protect and enhance their wellbeing. Through these lessons, our young people will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing young people for life in society, now and in the future. The curriculum aims to cover a wide range of social and emotional aspects of learning, enabling young people to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide young people with protective teaching on essential safeguarding issues, developing the knowledge of when and how they can ask for help.

Our PSHE resources are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study, which is widely used in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The PSHE curriculum covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. This scheme of work fulfils the requirements of the 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

### **Implementation**

Munthams PSHE scheme of work is designed to be taught in thematic units. These units are taught in a spiral curriculum that revisits each theme every year. This enables our young people to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the young person. Lessons also signpost key words, building a rich vocabulary to develop understanding. PSHE units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and games with groups of various sizes. These activities enable young people to build confidence and resilience. Resources are also provided for communicating with tutors and care staff about how and why each theme is covered, and suggestions for extending the learning in tutor times and at home. Assessment for learning opportunities is built into each lesson, which enables self-evaluation and reflective learning and allows teachers to evaluate and assess progress. Each lesson begins with a discussion of the young person's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools, such as mind maps and Muntham Wheels, are provided for summative assessment, allowing progress to be recorded and tracked.

### **Impact**

The PSHE scheme of work provides Muntham House School with an effective curriculum for wellbeing. Young people are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community of which they are a part. Muntham's PSHE scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing young people with skills to evaluate and understand their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them. Successful PSHE education can have a positive impact on the whole person, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable young people achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. The Muntham House School PSHE and Citizenship scheme of work is used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This ensures that all young people are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

## Aims

- To teach students how to be respectful members of society who are accepting, kind and understanding.
- To enable students to understand their own personal development, how their bodies function and why things happen at certain times in their lives.
- To ensure students feel secure and confident in their bodies and to be proud of who they are.
- To establish strategies for preventing and dealing with risks and difficult situations, including peer pressure and unhealthy relationships.
- To ensure the school ethos of being safe, caring and happy is achieved outside of the school community also.
- To understand the influence of drugs, alcohol and harmful behaviours, both short-term and long-term.
- Promote confidence and competence with their life skills, including money management and employment.

## Objectives

- To develop students' life skills and knowledge of themselves, other people and the world around them.
- To develop emotional intelligence, social skills and interpersonal relationships.
- To experience group discussions and role-play activities to further their understanding.
- To engage in debate and conversation where personal opinions are validated and explained/challenged.
- To enable students to communicate in a safe, structured environment whilst practising the skills to feel confident to say No.
- To present students with a broad range of topics that are both age-appropriate and relevant to today's ever-changing societal norms.

## Teaching Guidelines

Relationships and Sex Education (RSE) was made compulsory for primary and secondary education (please see the additional policy, which sets out this subject in detail).

All students come to school with varying levels of understanding and experience. We will determine their starting points through individual and group brainstorming assessments at the beginning of each topic. These mind maps are then used to inform planning and evaluate what was learned at the end of the term.

PSHE is a diverse subject which invites a wide range of teaching and learning styles, including class discussions, individual writing tasks, role play and practical activities, scenario and debating sessions, topic and social skills learning games, creative and imaginative tasks, and self-reflection work. Learning sessions are planned to encourage independent and reflective learning, paired or small group work with sharing back to the whole class, or whole group discussions.

We help students make connections with their learning and real life by using examples that are relevant to their backgrounds, their home communities and family arrangements. Questionnaires and skills audits are used at the beginning of each year to inform planning and assessment tasks.

PSHE is a cross-curricular subject, with teaching points and learning sequences in Science, Physical Education, Careers, Humanities, Food Technology, ICT and English. Subject curriculum maps are used to align topic areas and common themes throughout the year. Regular, informal and formal meetings take place throughout the term with these subject leaders to ensure links are cohesive and considered.

PSHE is taught through a 'spiral programme', organising learning into a series of recurring themes, each lasting half a term, which students experience every year. At each encounter, the level of demand increases and learning is progressively deepened. Curriculum updates are made for KS1–KS5 in response to national events, community developments, safeguarding trends and internal school data. Regular updates ensure learning remains relevant, responsive and grounded in a real-world context.

Additional implementation elements:

- PSHE drop-ins during residential hours.
- Parent/carer coffee mornings focused on SRE and issues related to misogyny and the online manosphere.
- Active participation in a wider PSHE network with other schools.

### **Curriculum Planning**

This is organised in three stages – short-term, medium-term and long-term:

#### **Long Term Planning**

Long-term plans are based on the PSHE Association's Programme of Study for Key Stages 1-5. The PSHE Association's Programme of Study identifies the key concepts and skills to be taught through PSHE education and a broad range of topics through which these can be developed, expanded and rehearsed.

This planning is undertaken by the PSHE coordinator, in conjunction with the Learning Support team. Planning, marking and workbook scrutinies are conducted regularly. Collaborative work with the Primary Lead ensures a progressive approach to the long-term planning of this subject.

#### **Medium Term Planning**

Medium-term planning organises the three main subject areas into *Health and Wellbeing*, *Living in the Wider World*, and *Relationships* learning sequences. Each topic area is planned half-termly, with the same topic being taught across the year groups at the same time. The key concepts are planned in a progressive manner, which builds upon key skills and understanding as each student develops.

During Key Stage 3, students will explore the following topics and themes: develop the concepts and key skills of:

#### **Year 7**

##### *Health and Wellbeing*

Transition and Safety: transition to secondary school and personal safety.

Health and Puberty: healthy routines, influences on health, puberty, unwanted contact and FGM.

*Living in the Wider World*

Developing Skills and Aspirations: teamwork and enterprise skills, and raising aspirations.

Financial Decision Making: saving, borrowing, budgeting and making financial choices.

*Relationships*

Diversity: diversity, prejudice and bullying.

Building Relationships: self-worth, romance, friendships (including online) and relationship boundaries.

**Year 8**

*Health and Wellbeing*

Drugs and Alcohol: alcohol and drug misuse and pressures relating to drug use.

Emotional Wellbeing: mental health and emotional wellbeing, including body image and coping strategies.

*Living in the Wider World*

Community and Careers: equality of opportunity in careers and life choices, and different types and patterns of work.

*Relationships*

Discrimination: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia.

Identity and Relationships: gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.

**Year 9**

*Health and Wellbeing*

Peer Influence, Substance Use and Gangs: healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.

Healthy Lifestyle: diet, exercise, lifestyle balance, healthy choices, and first aid.

*Living in the Wider World*

Setting Goals: learning strengths, career options and goal setting as part of the GCSE options process.

Employability Skills: employability and online presence.

*Relationships*

Respectful Relationships: families and parenting, healthy relationships, conflict resolution, and relationship changes.

Intimate Relationships: RSE including consent, contraception, the risks of STIs, and attitudes to pornography.

During Key Stage 4, students will explore the following topics and themes: develop the concepts and key skills through learning about:

**Year 10**

*Health and Wellbeing*

Mental Health: mental health and ill health, stigma, safeguarding health, including during periods of transition or change.

Exploring Influence: the influence and impact of drugs, gangs, role models and the media.

*Living in the Wider World*

Financial Decision Making: the impact of financial decisions, debt, gambling and the impact of advertising on financial choices.

Work Experience: preparation for and evaluation of work experience and readiness for work.

*Relationships*

Healthy Relationships: relationships and sex expectations, myths, pleasure and challenges, including the impact of media and pornography.

Addressing Extremism and Radicalisation: communities, belonging and challenging extremism.

### **Year 11**

#### *Health and Wellbeing*

Building for the Future: self-efficacy, stress management and future opportunities.

Independence: responsible health choices and safety in independent contexts.

#### *Living in the Wider World*

Next Steps: application processes, skills for further education, employment and career progression.

#### *Relationships*

Communication in Relationships: personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.

Families: different families and parental responsibilities, pregnancy, marriage, forced marriage and changing relationships.

### **Post-16**

This is a needs-based curriculum and is dependent on each individual's experiences, prior knowledge and future plans.

### **Short Term Planning**

Short-term planning involves weekly lesson plans that set out the learning objectives and outcomes, the main activities, reflective learning and plenaries. The short-term plans have both class targets and individual educational targets, along with therapeutic and intervention strategies/suggestions. It is essential that lessons are sensitive to a range of views whilst also ensuring that students have access to the learning they need to stay safe and healthy, and protect and enforce their human rights.

### **Monitoring and Assessment**

It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes; it is specific to PSHE education and not other areas of the curriculum, such as literacy.

We will assess students' prior learning at the beginning of each half term and then assess students' progression by revisiting the initial tasks at the end of each half term. Formative assessments take place throughout the lesson via informal questioning, discussion, reflection, scaling activities and role plays. Workbooks are marked using a green pen, with personalised questions to extend thinking. Pupils respond using the purple pen of progress to demonstrate understanding and reflection. We will evidence students' learning and progression through photographs, responding to marking, Aspirational Planning and EHCP targets.

### **Monitoring the Effectiveness of the Policy**

Annually (or when the need arises), the effectiveness of this policy will be reviewed by the Lead Teacher of PSHE, the Head of Education and the nominated governor. Necessary recommendations for improvement will be made to the Governors.