Olive Academies Independent School
OA-North View

Personal, Social, Health and Economic (PSHE) Policy

Document control table	
Title	Personal, Social, Health and Economic (PSHE) Education
Date approved	September 2026
Approved by	Olive Academies Independent Schools Board
Date of next review	July 2027 unless legislation of practice determines earlier
Updates/revisions included:	Updated the legal frameworks Ensured the policy reflected the current PSHE provision within the school and aligned with the RSHE updates especially in relation to withdrawal from lessons. Aligned with the Independent School Standards
To note: This policy applies to Olive Academies Independent School OA-North View and should be implemented consistently throughout the school. Proposed amendments should be referred to the Head of School/Executive Headteacher and OAISB for consideration The PSHE leader in OA-North View is Abbie Clarke.	

Table of Contents

1. Introduction 3
2. Legal Framework 3
3. Statutory requirements and curriculum framework 4
4. Curriculum planning and content 5
5. Curriculum delivery 6
6. Assessment 7
7. Staff training 7
8. Safeguarding 7
9. Withdrawal from lessons 8
10. Inclusive practice and equality 8
11. Working with parents 11
12. Roles and responsibilities 11
13. Monitoring, evaluation and review 12

1. Introduction

OA – North View is a specialist SEMH (social, emotional and mental) independent school committed to meeting the needs of all pupils and ensuring that they make progress academically, socially and emotionally. The school aims to achieve this in line with its values of:

- Conviction – everyone has the capacity to reach their potential
- Determination – not giving up on those who have not yet experienced consistent success
- Ambition – all challenges can be overcome with the right support both in education and in life
- Reflection – learning from experiences and developing a capacity to improve further

Personal, Social, Health and Economic Education (PSHE) is our comprehensive curriculum for supporting young people's personal development, health, wellbeing and understanding of relationships.

We are committed to:

- Supporting the whole young person – recognising that pupils' emotional and social development directly impacts their capacity to learn
- Creating a safe, inclusive environment where every pupil feels valued and able to discuss concerns without fear or stigma
- Building foundations for adulthood – providing age-appropriate learning that prepares young people for healthy relationships, independent living and active citizenship
- Working in partnership with families, recognising that parents are important educators in many aspects of relationships and health
- Embedding PSHE across school life – not just in timetabled lessons, but through our values, relationships, and everyday interactions
- Ensuring all pupils understand the protected characteristics and the importance of equality and respect

Through a range of lessons and activities across and beyond the curriculum, pupils gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they may face as they approach and prepare for adulthood.

2. Legal Framework

The school complies with the Education (Independent School Standards) Regulations 2014, particularly:

- Part 1 Quality of Education 2(2)(a), 2(2)(d)(i)(ii), 2(2)(i), 2A (1)(b)(d)(e)(f)(g)
- Part 2 SMSC 5 (a) to (d)
- Part 3 Welfare, Health and Safety of Pupils 7(a)(b), 10
- Part 8 Quality of Leadership in and Management of Schools 34(1)(c)

These standards require the school to provide a broad and balanced curriculum, actively promote the wellbeing of pupils and ensure effective safeguarding arrangements are in place.

The school recognises that PSHE education makes a significant contribution to meeting the Independent School Standards by supporting pupils' physical and mental wellbeing, promoting

fundamental British values, developing spiritual, moral, social and cultural understanding, and preparing pupils for the opportunities, responsibilities and experiences of adult life.

This policy has regard to the following legislation and guidance:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- DfE Guidance: Personal, Social, Health and Economic (PSHE) Education
- DfE Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Keeping Children Safe in Education (KCSIE) 2026

3. Statutory requirements and curriculum framework

Under the Education Act 2002 all schools must provide a curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils
- Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 introduced compulsory Relationships and Sex Education (RSE) for secondary-aged pupils. OA North View has regard to the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education when planning and delivering its PSHE and RSE curriculum. The school's curriculum is designed to meet the requirements of the Education (Independent School Standards) Regulations 2014 and to prepare pupils for life in modern British society

Relationships and Sex Education:

- Families and committed relationships
- Respectful relationships (including online)
- Being safe (including recognising abuse, harassment and exploitation)
- Intimate and sexual relationships, including sexual health
- Consent, boundaries and healthy relationship characteristics
- The impact of pornography and online harms
- Contraception, STIs and sexual health services

Health Education:

- Mental wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety

- Basic first aid (including CPR)
- Developing bodies

A detailed mapping document showing how the Jigsaw programme covers every statutory outcome is available to view on request and can be accessed via the School website.

This policy should be read in conjunction with other policies:

- Curriculum
- RSE and Health Education
- Child Protection and Safeguarding
- ICT and Online Safety
- Careers

4. Curriculum planning and content

We teach Relationships and Sex Education (RSE) and Health Education to all secondary-aged pupils. within our broader PSHE programme, which also includes elements of age-appropriate economic education (preparing young people to understand financial matters and the world of work) and citizenship education (including fundamental British values, helping pupils understand their rights, responsibilities and role in British society).

The OA-North View PSHE programme is based on the *Jigsaw* PSHE scheme

Our Jigsaw PSHE curriculum is organised into themed units, each exploring key aspects of personal development, relationships and health education:

Unit	Key Content
Being Me in My World	Personal identity, rights and responsibilities, community and global citizenship, online and offline influence, making a positive contribution
Celebrating Difference	Recognising and respecting diversity, understanding protected characteristics, challenging stereotypes and prejudice, addressing bullying (including online), building empathy
Dreams and Goals	Setting and working towards goals, career aspirations, developing perseverance and resilience, financial capability, working collaboratively
Healthy Me	Physical and mental health connections; nutrition, sleep, exercise; emotional wellbeing; drugs, alcohol, tobacco and vaping; risk management; healthy lifestyle choices, pregnancy and choices, contraception and sexual health

Relationships	Healthy and unhealthy relationship characteristics; families; friendships; romantic and intimate relationships; consent and boundaries; conflict resolution; recognising abuse; online relationships
Changing Me	Puberty and adolescent development; body image and self-esteem; developing independence, personal safety and managing risk, managing change and transitions

Topics are revisited across year groups with increasing depth and complexity, enabling pupils to build on prior learning in line with their developing maturity and understanding.

The school also considers local data about the specific issues and risks that students are likely to encounter. These may include local statistics on teenage pregnancy, county lines, drug and alcohol misuse, as well as poverty indicators debt levels and food bank use. The Designated Safeguarding Lead will ensure that local and internal data is closely monitored and covered within the content of the PSHE programme.

5. Curriculum delivery

The PSHE programme (including RSE and Health Education) is delivered by appropriately trained members of staff in timetabled sessions following a sequenced curriculum plan appropriate for age and stage of development.

The school also works in collaboration with charities, specialists and external training providers to support the delivery of key topics. It also works with local providers who can provide dynamic learning opportunities which reflect the changing local context.

Our lessons are designed to be engaging and interactive active, using discussion, role-play, case studies, problem-solving and critical evaluation to develop skills alongside knowledge.

Reflection is an essential part of learning. It helps pupils to consolidate the knowledge and skills they have been learning and to form new understanding and attitudes. Reflection prompted by questions and discussion forms part of the programme of work and pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons also provide regular opportunities for pupils to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' SEND SEMH needs.
- Pupils' age, aptitude and ability.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.

- Pupil's EAL needs

We recognise that effective PSHE education extends far beyond timetabled lessons. The skills, values and understanding developed in PSHE sessions are reinforced and 'lived' throughout our school:

- **Our behaviour and relationships policy** reflects the principles taught in PSHE, emphasising respect, kindness, responsibility and positive conflict resolution
- **Staff model** the values and behaviours promoted through PSHE in all interactions with pupils and each other
- **Pupil leadership opportunities** enable young people to take responsibility and contribute to the school community
- **Recognition and reward systems** celebrate not just academic achievement but personal and social qualities – kindness, perseverance, respect, courage, and contribution to the community
- **Pastoral support systems** provide opportunities for pupils to seek help and discuss concerns
- **Our learning environment** reflects PSHE values through displays, resources and visual prompts
- **Other activities** such as whole school events and specialist days and educational visits and trip.

The school will also strengthen the teaching of PSHE through:

- Careers education, information and guidance
- Citizenship

6. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress. Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Learning will be assessed to identify where pupils need extra support or intervention. Pupils' knowledge and understanding will be assessed through formative assessment methods such as questioning, tests, discussion groups and quizzes to monitor progress.

7. Staff training

Staff must display excellent knowledge of PSHE (including RSE and Health Education) and skilfully manage discussions on sensitive and controversial issues. Staff will receive bespoke opportunities to develop their subject knowledge as part of the OA-North View staff CPD programme. Staff will also be able to access specialist knowledge via the PSHE Association resources and specific external agencies and services. Through CPD and supported lesson planning, if required, staff will be able to take into account issues that pupils that may find difficult and raise any sensitive issues regarding delivery of lessons.

8. Safeguarding

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and encourages respect for other people, particularly in regard to protected characteristics.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND and SEMH needs.

It is important that appropriate ground rules are established for some sensitive topics within the PSHE programme. If a member of staff becomes worried about a child's health, state of mind or safety as a result of comments during PHSE the concerns should be reported in line with the school Child Protection and Safeguarding Policy.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible. Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the signs and indicators of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

Staff will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about other children or adults. The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

Any external contributor should work within school policies relating to handling sensitive issues and confidentiality, health and safety and any specific policies relating to subject content such as RSE. It is essential that safeguarding protocols and policies are clearly shared with any visitor to the school, including the boundaries for what can and cannot be kept confidential and that these protocols and policies are fully adhered to.

9. Withdrawal from lessons

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE and Health Education. Please see the RSE and Health Education Policy for further details.

10. Inclusive practice and equality

We are committed to an inclusive PSHE/RSE curriculum that is accessible to and respectful of all pupils and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010, ensuring that PSHE/RSE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity

- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

The RSHE guidance states: *"Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education." (paragraphs 67-68)*

Teaching about Families and Respectful Relationships

The school recognises that pupils may come from a wide range of family backgrounds and experiences. In accordance with the Equality Act 2010 and the DfE Relationships, Sex and Health Education (RSHE) statutory guidance, teaching reflects the diversity of modern society and helps pupils understand that families can take many forms. Pupils learn that families and caring relationships are important in providing love, security, stability and support for children.

Teaching is inclusive and age-appropriate and may include discussion of single-parent families, adoptive families, foster families, kinship care arrangements, blended families, families headed by grandparents, families from different cultural and religious backgrounds, and families with same-sex parents. No pupil will be disadvantaged, stigmatised or treated less favourably because of their family circumstances.

The school promotes respect, dignity and inclusion for all members of the school community and encourages pupils to demonstrate tolerance and understanding towards people whose experiences or backgrounds may differ from their own.

Lesbian, Gay and Bisexual Content

Throughout RSHE, pupils are taught that every person should be treated with dignity, courtesy and respect. Pupils learn about the protected characteristics set out in the Equality Act 2010 and develop an understanding of the importance of equality, inclusion and respect for others, including those who are lesbian, gay or bisexual.

Teaching about Biological Sex and Gender Reassignment

The RSHE guidance states:

"Pupils should also be taught the facts and the law about biological sex and gender reassignment. This should recognise that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment. Pupils should also be taught to recognise that people with the protected characteristic of gender reassignment, as with the other protected characteristics, have protection from discrimination and should be treated with respect and dignity."

The guidance further states:

"In teaching this, schools should be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate, and they should be careful not to endorse any particular view or teach it as fact. For example, they should not teach as fact that all people have a gender identity. Schools should avoid language and activities which repeat or enforce gender stereotypes. Schools should be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort."

We encourage pupils to express their views respectfully whilst remaining respectful of others' opinions. Bullying or disrespectful language is never acceptable.

Challenging Stereotypes

Throughout our curriculum, we actively challenge harmful stereotypes, including gender stereotypes that can limit aspirations, reinforce inequalities, or contribute to disrespectful behaviour.

Pupils learn to recognise misogyny and other forms of prejudice, understanding the links between sexist attitudes and violence against women and girls. We help pupils develop positive conceptions of masculinity and femininity and identify positive role models.

Supporting Pupils with SEND

All pupils in our school have identified SEND needs and an EHCP. The RSHE guidance states:

"Schools should be aware that pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities."

Pupils with special educational needs and/or disabilities receive appropriate, differentiated PSHE/RSE education that meets their needs. Teachers adapt lessons to ensure content is accessible, using visual supports, simplified language, concrete examples, additional pre-teaching or small group work, multi-sensory approaches, extended processing time, and personalised resources where appropriate.

The SENDCO works closely with the PSHE lead and teaching staff to ensure appropriate provision.

Respecting Religion and Belief

We respect the religious backgrounds and beliefs of all families in our school community. PSHE/RSE content is delivered in a factual, objective manner, presenting scientific and medical information accurately whilst being sensitive to diverse religious perspectives.

11. Working with parents

The school hopes that parents will support both the policy and the practice of PSHE. Parents who would like to know more in detail about the programme of study, the resources and the staffing are very welcome and should contact the Head of School in the first instance.

12. Roles and responsibilities

The OAISB is responsible for:

- approving this policy;
- monitoring implementation and effectiveness;
- receiving assurances relating to safeguarding, personal development and curriculum compliance;
- ensuring compliance with the Independent School Standards.

The Executive Headteacher will be responsible for:

- ensuring compliance with the Education (Independent School Standards) Regulations 2014;
- ensuring that PSHE forms part of a broad and balanced curriculum;
- ensuring effective implementation of this policy;
- monitoring the quality of provision and its impact on pupils;
- reporting to the OAISB regarding implementation and effectiveness;
- ensuring appropriate staffing, training and resources are available.

The Head of School will be responsible for:

- overseeing the day-to-day delivery of PSHE;
- ensuring PSHE is taught consistently and in accordance with the agreed curriculum;
- monitoring curriculum coverage and pupil engagement;
- working with the PSHE Lead and Designated Safeguarding Lead to ensure curriculum content reflects local need and safeguarding priorities;
- responding to parental enquiries and managing withdrawal requests in line with statutory guidance;
- implementing actions arising from monitoring and review.

The **PSHE leader will be responsible for:**

- working closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the PSHE and RSE and Health policies
- Leading, managing and developing the provision in the subject area
- Promoting and implementing the academy's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

13. Monitoring, evaluation and review

The PSHE curriculum will be led by the appointed PSHE leader. They will work closely with the Head of School and OA Data and Curriculum lead to quality assure the programme.

The Olive Academies Independent School Board will be informed of the:

- curriculum coverage and statutory compliance
- quality of teaching and staff training
- pupil outcomes and personal development
- safeguarding links and emerging themes

This policy will be reviewed annually and sooner in line with any changes in legislation. The review will include an assessment of its implementation and effectiveness.