



PSHE policy

Leycroft Academy

Approved by:	Date: June 2025
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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Develop positive relationships with others around them.
- Celebrate and embrace various cultures and understand how this is relevant to pupils.
- Allow and encourage independence with everyday life skills.
- Allow pupils to have a voice (such as in the form of student council, votes, competitions)
- Encourage pupils to explore their own feelings and understanding the management of these.
- Prepare pupils to live life as independently as possible now and in the future.
- Raise aspirations for our pupils, including opportunities to look at what careers are available in the wider world.
- Promote British Values.
- Provide an environment where pupils feel safe to explore sensitive subjects.

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- › We must teach Relationships Education as set out in the DfE Guidance: Relationship and Sex Education RSE and Health Education updated July 2020. Further information around RSHE can be found within the RSHE policy.
- › We must teach Health Education under the same statutory guidance.

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships education, and health education, as set out in the statutory guidance (linked to above).

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 can be found via the school website.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each Key Stage. Our PSHE curriculum is based upon the PSHE Association SEND Framework, which is an adapted curriculum for SEND.

3.2 How we teach it

- At Leycroft Academy, PSHE has two lessons per week on the timetable: PSHE (as per the curriculum map) and a 'Life Skills' lesson in our 'Flat' to develop our pupils' independence. (See section 3.3 for further information around Life skills.)
- Lessons take place in a safe and familiar environment to our pupils.
- Class teams take into account the individual needs of a pupil when delivering topics by personalising and adapting to ensure it makes sense.

- Wherever possible, the pupils' usual teacher will be responsible for the teaching of PSHE or on occasion this may be the Personal Development lead.

Meeting the needs of pupils:

- All pupils will access lessons which are suitable for their learning pathway and the stage they are at.
- Class teachers will make adaptations to lessons to meet the needs of pupils.
- Opportunities for independence and life skills will be embedded throughout the school day as well as focused sessions.
- Teachers will use AAC, physical resources and pictorial resources to aid the understanding of PSHE topics.

3.3 Life Skills Curriculum

At Leycroft Academy, we believe that our learners should be provided with independent opportunities that will support them in building foundations to aim towards an independent life beyond education.

Each class have scheduled sessions each week in the Life Skills centre, known as 'The Flat', by the children. The Life Skills centre has been designed to replicate a home environment including a bed, washing machine, tumble dryer and cooking facilities.

Children use the centre to practise skills, which will help them in their life such as learning to make the bed, cleaning up safely and using different utensils to prepare and cook food.

Beyond the life skills centre, children are given opportunities to take part in educational visits including to the local area and shops surrounding Leycroft. Our pupils are shown the importance of road safety, how to regulate their emotions within a public environment and how to carry out tasks, such as shopping.

Educational health care plan targets, particularly communication and social emotional mental health targets are considered when planning life skills activities for our pupils in order to make sure it is adapted to their needs.

3.4 British Values

As part of our PSHE curriculum we are committed to promoting the five fundamental British Values:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance of those of different faiths and beliefs.

Some of the ways we do this include:

- assemblies with various themes around the British Values.
- a pupil from each class is nominated to be a school councillor to allow for pupil voice and teaching democracy and tolerance of those of different faiths and beliefs.
- termly chair competitions which focus upon collaboration with others and allows for pupils to express themselves creatively.
- celebrate religious festivals of different faiths throughout the academic year and invite parents along to workshops to celebrate.
- external visitors visiting to deliver workshops around various themes. Some past visitors have included the Police, Fire Service, St Johns Ambulance and from local foodbanks.
- having school rules which are consistent across school and shared with children and displayed around school as reminders.

3.5 Online Safety

Online safety is taught in both planned sessions and discretely throughout both the PSHE and Computing curriculum. Following the PSHE Association's 'Planning framework for SEND,' Online safety is taught within the topic of Self-Care, Support and Safety. Pupils will build up from responding with curiosity to communication with adults to beginning to understand that you communicate with others online. The planning framework outlines the progression that pupils should go through in order to become confident in understanding how to access the online world safely. Some other areas pupils will look at includes keeping passwords safe, stranger danger online and understanding when to seek help from an adult online as some key online safety points. Online safety is taught within both key stage one and two to ensure that pupils build upon developing their online safety skills.

Staff are trained to identify when pupils may need interventions around Online Safety and will put in place extra measures such as social stories and sessions using technology together.

As a school we also follow the non-statutory guidance of 'Teaching Online Safety in Schools' (Department for Education 2013) which expresses 'However, there are some pupils, for example, looked after children and those with special educational needs, who may be more susceptible to online harm or have less support from family or friends in staying safe online. You should consider how you tailor your offer to make sure these pupils receive the information and support they need.'

Across all school devices, including iPads and laptops, 'Securely System' is in place which acts as a strict and vetting blocking system to prevent inappropriate content from being accessed. Pupils do not have access to safari on iPads within school but are shown how to carry out safe searches when using the internet. Further information can be found in the Online Safety Risk Assessment on our school website about how school supports any risks to pupils online whilst within school. ([Online-Safety-Risk-Assessment-.doc](#))

We therefore ensure that all pupils will access a safe and supportive environment which teaches them how to seek help when they are online.

Parents are offered support through the form of coffee mornings and workshops to discuss online safety and via the school website is links to online safety guides for parents to access. We therefore ensure that all pupils will access a safe and supportive environment which teaches them how to seek help when they are online.

3.6 Consent

At Leycroft we prioritise positive interactions that foster trust, safety, and dignity. Given that day-to-day interactions may involve physical touch—such as during toileting routines or when guiding pupils through transitions—it is essential for staff to establish clear and respectful communication regarding these actions. Staff members should communicate what is about to happen in a manner that is accessible and understandable for each pupil. This may involve using visual aids, simple language, or alternative communication methods tailored to the individual needs of our neurodiverse learners. Research indicates that understanding and respecting consent is crucial for neurodiverse individuals, as they may process social cues differently and require explicit communication about personal boundaries (Hewitt 2020). When a pupil exhibits any adverse reactions, staff should reflect on their approach and adapt their methods, accordingly, ensuring that each interaction is considerate of the pupil's comfort and emotional state. By fostering an environment of open communication and mutual respect, we aim to create a supportive atmosphere where all pupils feel safe and valued.

How

Throughout PSHE and the relationships education curriculum, pupils are taught about their rights to consent and are actively encourage to communicate through their own communicative methods to say no. Children are taught the PANTS rule throughout the explorers and connectors pathways in an appropriate way to them. By giving our pupils an active voice and understanding the right to say no and consenting to physical touch, we are empowering them to know their boundaries are important. It is important for our pupils to gain this understanding for them to be able to keep themselves safe now and in the future.

Pupils are given opportunities to exercise their right to say 'no' and asserting boundaries through the school day and within isolated contexts too.

4. Roles and responsibilities

4.1 The local academy council

The local academy council will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school. The headteacher is responsible that PSHE policy is upheld within school.

4.3 Staff

Staff including senior leadership, teachers and teaching assistants are responsible for:

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

The Personal Development lead will be responsible for ensuring this is being delivered effectively and will work alongside teachers and the senior leadership team to ensure all are meeting their responsibilities.

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity. Pupils have a say through the school council and are given opportunities to have their voice heard.

5. Monitoring arrangements

The delivery of PSHE is monitored by the Personal Development lead and SLT through a combination of learning walks, book scrutinies and through meetings with members of staff.

This policy will be reviewed by the Personal Development lead yearly. At every review, the policy will be approved by the local academy council.

6. Training

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching PSHE and RSE. This training could include:

- How to adapt and personalise teaching to meet the needs of SEN pupils
- Managing sensitive and controversial issues
- Leading discussions about attitudes and values

7. Long term plans

Teachers follow the long term curriculum plan which is set out in alignment with the PSHE Associations' PSHE Framework for Pupils with SEND and has been adapted to meet the needs of our pupils.

The long term curriculum plan follows a 2 year rolling programme for KS1, LKS2 and UKS2. The plan ensures coverage of each area within the PSHE and RSE curriculum and teaches them concurrently.

There are 6 overarching areas that are covered throughout the long-term plan which are broken down into smaller topics to be taught. These are:

- Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
- Self-care, Support and Safety (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
- Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
- Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
- Healthy Lifestyles (Being and keeping healthy, physically and mentally)
- The World I Live In (Living confidently in the wider world)

Health Education is included within the rolling program and is focused upon within Healthy Lifestyles, Changing and Growing Self-Care, Support and Safety. Within the pathways of explorers and connectors, topics are taught at different stages and again in alignment of the PSHE Associations' PSHE Framework for Pupils with SEND. Skills and content is taught progressively and the two year rolling programme allows for pupils to build upon knowledge and skills that has been taught in previous years.

For learners following the explorers pathway, lessons will be taught through continuous provision opportunities and through play and exploration. For learners following the connectors pathway, practical opportunities are given as well as opportunities for knowledge to be built upon.

(See Appendix 1 for year 1 of the two year rolling programme.)

Appendix 1- Long term PSHE Plan for Year 1 of Rolling Programme

Subject: PSHE & RSE	Subject Lead: Chloe Dudey	Academic Year: 2024/2025
Curriculum Intent		
<p>For learners at Leycroft Academy, it is recognised that Personal Development, Relationship Education and Health Education. is at the heart of everything we teach.</p> <p>Alongside sequential learning, learners are actively given opportunities to develop their own life skills and make progression within their Personal Development. This includes opportunities for dressing themselves, understanding the importance of hygiene and opportunities to make choices.</p> <p>Through the student council and school competitions, we allow learners to focus upon British Values and we embed these into our everyday learning.</p> <p>We focus on developing positive relationships with others and at playtimes staff facilitate and support pupils to develop friendships through play. The celebration of various special events through the school year allows pupils the opportunity to appreciate and understand other cultures as well as their own.</p> <p>Children take part in morning routines to greet their peers and have a clear sense of community within their own classrooms as well as the wider school. At Leycroft we see Life Skills as the key knowledge, skills, and confidence pupils will need to build resilient foundations for their future. A life skill is any skill that is necessary or desirable for full participation in everyday life. This is especially important as our pupils already face barriers to participation due to their learning disabilities, having life skills to use in the outside world helps to reduce these barriers. Life skills will have a strong PSHE and Relationship Education focus with other relevant skills mapped out alongside.</p>		

PSHE Long Term Plan 2024-2025 KS1 Autumn term			
	Autumn 1 – Managing Feelings		Autumn 2- Self-Awareness
Explorers MS 1-6	<p>The topics within managing feelings are:</p> <p><i>Identifying and expressing feelings</i>- showing curiosity to facial expressions and to stimuli about emotions.</p> <p><i>Managing strong feelings</i>- responds to stimuli about how we communicate our feelings to others and beginning to find ways to communicate to others</p>		<p>The topics within Self-Awareness are:</p> <p><i>The World I Live In</i>- Exploring what makes me different</p> <p>-Beginning to play alongside others</p> <p>-Kind and unkind Behaviours</p>
Explorers MS 7-9	<p>The topics within managing feelings are:</p> <p><i>Identifying and expressing feelings</i>- Identify some things that may make us feel happy, sad, upset, angry</p>		<p>The topics within Self-Awareness are:</p> <p><i>The World I Live In</i>- Beginning to understand what makes me unique</p> <p>- Beginning to play and listen to others around me</p>

	<i>Managing strong feelings</i> - Communicates with others how they are feeling		- Kind and unkind Behaviours
Connectors	<p>The topics within managing feelings are:</p> <p><i>Identifying and expressing feelings</i>- Identify things that may make us feel happy, sad, upset, angry, anxious, frightened</p> <p><i>Managing strong feelings</i>- Communicates with others how they are feeling</p>		<p>The topics within Self-Awareness are:</p> <p><i>The World I Live In</i>- Playing with others and listening to other people's opinions</p> <p>-Kind and unkind Behaviours</p>

PSHE Long Term Plan 2024-2025 Lower KS2 Autumn term			
	Autumn 1- Self-Awareness		Autumn 2 - Managing Feelings
Explorers MS 1-6	<p>The topics within self-awareness for this term are:</p> <p><i>Playing and working together</i></p> <p><i>Getting on with others</i></p> <p><i>Things we are good at</i></p>		<p>The topics within Managing Feelings for this term are:</p> <p><i>Identifying and expressing feelings - facial expressions</i></p> <p><i>Managing strong feelings- start to communicate how I am feeling</i></p>
Explorers MS 7-9	<p>The topics within self-awareness for this term are:</p> <p><i>Playing and working together</i></p> <p><i>Getting on with others</i></p> <p><i>Things we are good at</i></p>		<p>The topics within Managing Feelings for this term are:</p> <p><i>Identifying and expressing feelings - facial expressions, describing some good and some bad feelings</i></p> <p><i>Managing strong feelings- explain some ways to communicate how I am feeling</i></p>
Connectors	<p>The topics within self-awareness for this term are:</p> <p><i>Playing and working together</i></p> <p><i>Getting on with others</i></p> <p><i>Things we are good at</i></p>		<p>The topics within Managing Feelings for this term are:</p> <p><i>Identifying and expressing feelings - facial expressions, understanding how feelings can affect us</i></p> <p><i>Managing strong feelings- communicate how I am feeling and find a range of ways to do so.</i></p>

PSHE Long Term Plan 2024-2025 Upper KS2 Autumn term			
	Autumn 1- Self-Care, Support and Safety		Autumn 2- Managing Feelings
Explorers MS 1-6	The topics within Self-Care, Support for this term are: <i>Trust</i> <i>Keeping safe</i>		The topics within Managing Feelings for this term are: <i>Identifying and expressing feelings</i> <i>Managing strong feelings</i>
Explorers MS 7-9	The topics within Self-Care, Support for this term are: <i>Trust</i> <i>Keeping safe online</i> <i>Drug and alcohol curriculum</i>		The topics within Managing Feelings for this term are: <i>Identifying and expressing feelings</i> <i>Managing strong feelings</i>
Connectors	The topics within Self-Care, Support for this term are: <i>Trust</i> <i>Keeping safe</i> <i>Keeping safe online</i> <i>Drug and alcohol curriculum</i>		The topics within Managing Feelings for this term are: <i>Identifying and expressing feelings</i> <i>Managing strong feelings</i>

PSHE Long Term Plan 2024-2025 KS1 Spring term			
	Spring 1 - Self-Care, Support and Safety		Spring 2- Changing and Growing
Explorers MS 1-6	<i>The topics for self-care support and safety are:</i> <i>Basic hygiene-</i> including starting to wash hands Showing some understanding of how to keep safe in familiar environments		<i>The topic for changing and growing this term is:</i> Baby to adult Different types of relationships
Explorers MS 7-9	<i>The topics for self-care support and safety are:</i> <i>Basic hygiene-</i> including to wash hands Understanding how to keep safe in familiar environments		<i>The topic for changing and growing this term is:</i> Baby to adult Different types of relationships
Connectors	<i>The topics for self-care support and safety are:</i> <i>Basic hygiene-</i> including washing hands and understanding		<i>The topic for changing and growing this term is:</i>

	<p>why it is important</p> <p>Knows how to keep safe in familiar and unfamiliar environments</p>		<p>Baby to adult</p> <p>Different types of relationships</p>
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PSHE Long Term Plan 2024-2025 LKS2 Spring term			
	Spring 1- Healthy Lifestyles		Spring 2- Self-Care, Support and Safety
Explorers MS 1-6	<p>The topics within Healthy Lifestyles for this term are:</p> <p><i>Healthy eating</i></p> <p><i>Taking care of physical health</i></p>		<p>The topics for self-care support and safety are:</p> <p><i>Keeping safe online- Responds with curiosity to adults communicating with others.</i></p> <p><i>Public and private</i></p> <p><i>Taking care of ourselves</i></p> <p><i>Water safety</i></p>
Explorers MS 7-9	<p>The topics within Healthy Lifestyles for this term are:</p> <p><i>Healthy eating</i></p> <p><i>Taking care of physical health</i></p>		<p>The topics for self-care support and safety are:</p> <p><i>Keeping safe online- Demonstrates ways to communicate</i></p> <p><i>Public and private</i></p> <p><i>Taking care of ourselves</i></p> <p><i>Water safety</i></p>
Connectors	<p>The topics within Healthy Lifestyles for this term are:</p> <p><i>Healthy eating</i></p> <p><i>Taking care of physical health</i></p>		<p>The topics for self-care support and safety are:</p> <p><i>Keeping safe online</i></p> <p><i>Public and private</i></p> <p><i>Taking care of ourselves</i></p> <p><i>Water safety</i></p>

PSHE Long Term Plan 2024-2025 UKS2 Spring term			
	Spring 1- Self-Awareness		Spring 2- Healthy Lifestyles
Explorers MS 1-6	<p>This terms topic about Self-Awareness are:</p> <p><i>Public and private</i></p> <p><i>Keeping safe online</i></p>		<p>The topics within Healthy Lifestyles for this term are:</p> <p><i>Taking care of physical health</i></p> <p><i>Keeping well</i></p>
Explorers MS 7-9	<p>This terms topic about Self-Awareness are:</p>		<p>The topics within Healthy Lifestyles for this term are:</p>

	<i>Public and private</i> <i>Keeping safe online</i>		<i>Taking care of physical health</i> <i>Keeping well</i>
Connectors	This terms topic about Self-Awareness are: <i>Public and private</i> <i>Keeping safe online</i>		The topics within Healthy Lifestyles for this term are: <i>Taking care of physical health</i> <i>Keeping well</i>

PSHE Long Term Plan 2024-2025 KS1 Summer term			
	Summer 1- The World I Live In		Summer 2- Healthy Lifestyles
Explorers MS 1-6	The topics for The World I Love In for this term are: <i>Jobs people do- exploring items and parts of a job people do</i> <i>Taking care of the environment</i>		The topics for Healthy Lifestyles for this term are: <i>Healthy Eating</i> <i>Visiting the dentists- introduction to toothbrushing</i> <i>Taking care of physical health</i> <i>Simple hygiene routines that can stop germs spreading – e.g washing hands</i>
Explorers MS 7-9	The topics for The World I Love In for this term are: <i>Jobs people do- learning about different jobs people do in the community</i> <i>Taking care of the environment</i>		<i>The topics for Healthy Lifestyles for this term are:</i> Healthy Eating Visiting the dentists- knowing how to brush teeth and keep teeth healthy Simple hygiene routines that can stop germs spreading – e.g washing hands
Connectors	The topics for The World I Love In for this term are: <i>Jobs people do- learning about job roles and what they do</i> <i>Taking care of the environment</i>		<i>The topics for Healthy Lifestyles for this term are:</i> Healthy Eating Visiting the dentists- understanding the importance of dental health Simple hygiene routines that can stop germs spreading – e.g washing hands

PSHE Long Term Plan 2024-2025 LKS2 Summer term			
	Summer 1- Changing and Growing		Summer 2- The World I Live In
Explorers MS 1-6	<i>The topic for changing and growing this term is:</i> Dealing with touch- Changes at puberty- (Year 4 only)		The topics within The World I live in for this term are: <i>Respecting difference between different people</i> <i>Rules & Laws</i>
Explorers MS 7-9	<i>The topic for changing and growing this term is:</i> Dealing with touch- Changes at puberty- (Year 4 only)		The topics within The World I live in for this term are: <i>Respecting difference between different people</i> <i>Rules & Laws</i>
Connectors	<i>The topic for changing and growing this term is:</i> Dealing with touch- Changes at puberty- (Year 4 only)		The topics within The World I live in for this term are: <i>Respecting difference between different people</i> <i>Rules & Laws</i>

PSHE Long Term Plan 2024-2025 UKS2 Summer term			
	Summer 1- Changing and Growing		Summer 2- The World I Live In
Explorers MS 1-6	The topics for changing and growing this term is: <i>Changes at puberty- (Year 5 only)</i> <i>Different types of relationships</i>		The topics within The World I live in for this term are: <i>Belonging to a community</i> <i>Money</i>
Explorers MS 7-9	The topics for changing and growing this term is: <i>Dealing with touch-</i> <i>Changes at puberty- (Year 5 only)</i> <i>Different types of relationships</i>		The topics within The World I live in for this term are: <i>Belonging to a community</i> <i>Money</i>
Connectors	The topics for changing and growing this term is:		The topics within The World I live in for this term are:

	<i>Dealing with touch-</i> <i>Changes at puberty- (Year 5 only)</i> <i>Different types of relationships</i>		<i>Belonging to a community</i> <i>Money</i>
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