



POLICY –PSHE / PSE

Hidelow Grange School

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Policy Approver	Rob Mcconomy, Regional Lead
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Policy Level	Education
Staff groups affected	Wales and England Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

Juliet Smith 21.04.26

Juliet Smith



Policies

Rob Mcconomy - Regional Lead

Benjamin Neasom - Headteacher



Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.



1. Local School/College Profile

Hidelow Grange School

This establishment is an independent specialist school providing education for boys aged 11–16 who have experienced trauma and who may have displayed harmful sexualised behaviours (HSB) alongside other complex behaviours and additional learning needs.

The school operates an integrated model of Education, Care and Therapy, recognising that learning, wellbeing, safeguarding and risk management are inseparable for our learners. Pupils often present with disrupted educational histories, attachment needs, social communication difficulties and emotional regulation challenges.

Our ethos is underpinned by dignity, safety, accountability and aspiration. We take a trauma-informed, child-centred and safeguarding-led approach, enabling learners to rebuild trust, develop emotional literacy, and acquire the skills needed for positive, prosocial and law-abiding adult lives.

The Good Lives Model (GLM) is embedded across education, care and therapeutic practice. GLM is a strengths-based, rehabilitative framework grounded in human rights and dignity, supporting young people to identify meaningful life goals (“primary goods”) and learn socially acceptable, safe and fulfilling ways of achieving them. PSHE plays a central role in delivering this work.

2. Purpose

The purpose of this policy is to set out how Personal, Social, Health and Economic Education (PSHE) is delivered within this specialist English school.

This policy governs the provision of PSHE and citizenship education, encompassing all curriculum areas and learning experiences designed to promote learners’ personal, social, emotional, moral and physical development.

Through PSHE, learners are supported to build the knowledge, skills, understanding and values they need to:

- Stay healthy, safe and emotionally well
- Develop respectful, appropriate and lawful relationships
- Understand rights, responsibilities and citizenship in modern British society
- Recognise risk, understand harm and make safer choices
- Prepare for the opportunities, responsibilities and experiences of adult life

Within a specialist context, PSHE contributes directly to safeguarding, risk reduction and rehabilitation. Teaching is proportionate, developmentally appropriate and responsive to learners’ histories, maturity, additional needs and individual risk management or therapeutic plans.



The policy has strong links with Spiritual, Moral, Social and Cultural (SMSC) development, the school's Behaviour and Relationships framework, Safeguarding Policy and wider therapeutic practice.

3. Scope (Universal Application)

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site must implement these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A-C**.

4. Legal and Regulatory Context (Universal)

Hidelow Grange School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

5. Aims

Hidelow Grange School recognises that the personal and social development of Learners is increasingly a major aim of education. The school recognises that PSHE is not a peripheral subject but sits at the heart of learners' personal development, safeguarding and preparation for adulthood. As Learners grow up, they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between different cultures and beliefs. Universities cry out for Learners who are more 'rounded', and workplaces of all shapes and sizes advertise for candidates who can show good interpersonal skills and an understanding of the needs of others.

We comply with all relevant national legislation and statutory requirements that apply in our School/College. This includes our duty to provide a balanced and broadly-based curriculum that promotes the spiritual, moral, cultural, mental and physical development of Learners, and prepares them for the opportunities, responsibilities and experiences of adult life.

Hidelow Grange School embraces this as the backbone of its PSHE education philosophy. With all this in mind, the PSHE education programme aims to instil an understanding in all Learners that academic success alone is not sufficient. PSHE education is concerned with the education of the whole person. It complements classroom teaching and supports the wider staff team in monitoring the emotional and social well-being of Learners.

We want our Learners to like themselves and to feel confident. To this end we will:



- promote a healthy lifestyle
- prepare Learners for the opportunities, responsibilities and experiences of adult life
- offer opportunities to achieve physical, psychological and social potential
- promote attitudes and behaviour which contribute positively to relationships
- promote positive attitudes towards equal opportunities and multicultural society
- encourage the development of personal skills needed to function successfully
- ensure Learners can understand and respond to risk, including extremism, new technologies, substance misuse, gangs, relationships and safety.
- Promote emotional literacy, resilience, empathy and self-regulation
- Enable learners to understand themselves and others within a social and moral framework
- Support informed, responsible and reflective decision-making
- Address harmful behaviour through education, accountability and insight, not punishment
- Support learners to understand the impact of behaviour on themselves and others
- Promote equality, respect, diversity and inclusion
- Prepare learners to participate positively in society as informed citizens

6. Programme Content

Our PSHE content is broad, progressive and differentiated, taking account of learners' chronological age, developmental stage, additional learning needs and therapeutic or safeguarding risk assessments.

Personal: The personal aspects of PSHE look to develop the whole individual. It supports the progression of qualities and skills Learners already have. Through becoming aware of their own emotions and how to manage them, Learners can feel empowered to deal with the challenges that life can bring and develop practical coping strategies. This also supports their confidence, independence and the capacity to take responsibility for their actions. Teaching is supported by therapeutic insight aligned with the Good Lives Model.

Social: The social element focuses on cohesion in both the **Hidelow Grange School** and wider community. It aims for Learners to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Learners learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Relationships and Sex Education is also a crucial part of social and health education to ensure that Learners have the information and understanding to make informed choices. Learners are supported to build skills in communication, empathy, cooperation, conflict resolution, understanding boundaries and recognising power dynamics within relationships, including online contexts.



Health: Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet combined with physical activity to ensure a high level of physical and mental wellbeing. Teaching includes puberty and adolescence and the importance of personal hygiene. It also covers issues such as substance and alcohol misuse and the impacts this can have on the individual and others around them, along with online safety, exploitation awareness, and the harms and risks of pornography.

Economic: Economic education aims to teach Learners about the economy and how to manage their personal finances. It aims to provide Learners with the independence, knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future – for example, in future education, training, employment and the home.

7. Behaviour and Relationships

As part of our Behaviour and Relationships Policy, **Hidelow Grange School** believes all Learners and adults have the right to live in a supportive, caring environment on Site. Learners must feel safe and free from bullying and harassment including cyber-bullying and prejudice-based bullying.

8. PSHE and Harmful Sexualised Behaviour

PSHE is delivered within a clear safeguarding and therapeutic framework. For some learners, risk levels are assessed as high at different points in their placement. In these circumstances, PSHE content, methods and groupings are further adapted to prioritise safeguarding, emotional regulation and public protection.

Teaching supports learners to:

- Understand personal boundaries and bodily autonomy
- Recognise safe and unsafe behaviours
- Understand the social, emotional and legal consequences of behaviour
- Develop empathy, accountability and prosocial alternatives

Where learners have a history of harmful sexualised behaviour, PSHE delivery is:

- Carefully sequenced and developmentally appropriate
- Individually risk-assessed
- Planned in consultation with therapists, safeguarding leads and, where appropriate

9. Spiritual, Moral, Social and Cultural Development (SMSC)

At **Hidelow Grange School** we plan and provide effectively to develop Learners' SMSC awareness.

Learners are supported to strive for academic excellence and develop qualities of character needed to contribute positively to society.



We:

- support Learners to become confident contributors to their communities
- help them understand diverse cultures
- support appreciation of diversity and resistance to racism
- ensure understanding of risks including extremism and substance misuse

SMSC aims include supporting Learners to:

- develop confidence and self-esteem
- understand right and wrong and develop moral reasoning
- develop empathy and accept responsibility
- take part in socially demanding activities
- develop leadership skills
- reflect on beliefs, values and actions
- appreciate cultural diversity
- respect differences including gender, race, faith, culture, sexuality and disability
- understand public institutions in England
- participate in cultural, artistic and sporting opportunities

Learners should understand:

- democratic processes
- rule of law
- separation of powers
- freedom of belief
- tolerance
- discrimination and how to challenge it

Objectives

We aim to:

- teach Learners facts about growth and development
- help them understand concepts like tolerance, respect and equality
- build skills for safety, discussion and decision-making
- encourage informed attitudes
- nurture a strong value set
- empower Learners to challenge stereotypes

10. Curriculum Delivery

PSHE and citizenship education are delivered through a combination of:

- Timetabled PSHE lessons
- Assemblies, group work and discussion
- Individualised interventions where required
- Integration with care and therapeutic programmes

The Jigsaw PSHE Curriculum underpins delivery for learners aged 11–16, adapted carefully to reflect the specialist context, safeguarding priorities and learner risk profiles.



11. Inclusion

PSHE is taught to all learners irrespective of ability or need. Teaching is differentiated to ensure safety, accessibility and meaningful engagement for learners with SEND, trauma histories and communication difficulties.

12. Teaching and Assessment

While PSHE is not a statutory subject in England, schools are legally required to deliver statutory Relationships Education, Relationships, Sex and Health Education, and Health Education, and to promote pupils' personal development, wellbeing, SMSC and safeguarding. PSHE is the framework through which these duties are met.

PSHE is not an examined subject. Assessment is mainly formative and reflective, focusing on discussion, understanding, application of learning and behavioural insight rather than academic outcomes. However, to support learning, consolidation and progression, the school makes use of proportionate and appropriate end-of-module assessment activities. These are designed to support knowledge consolidation, memory retention, literacy development and the practice of transferable exam-related skills such as reading comprehension, structured written responses and reflection. Assessment outcomes are used to inform teaching, reinforce key concepts and support learners' wider academic development, rather than for summative or qualification-based grading. Drama and role-play help Learners explore ideas. Peer and self-assessment enable reflection.

13. RSHE

The school is a boys-only provision. Relationships, Sex and Health Education (RSHE), where delivered as part of PSHE / PSE, may be taught by teachers and tutors of all genders. Delivery reflects professional practice, safeguarding principles and the creation of a respectful, inclusive learning environment.

Hidelow Grange School delivers **statutory Relationships, Sex and Health Education (RSHE)** in accordance with the **Department for Education statutory guidance** for secondary schools and the **Independent School Standards Regulations**. RSHE is delivered through the PSHE curriculum and contributes directly to learners' personal development, wellbeing and safeguarding.

RSHE content is **age-appropriate, developmentally appropriate and trauma-informed**, and is adapted where necessary to reflect learners' individual needs, maturity, risk assessments and safeguarding considerations. Teaching promotes respect, consent, healthy relationships, personal boundaries, safety, and understanding of the law, while supporting learners to make safe, responsible and informed decisions.

Parents and carers have the **right to request withdrawal from aspects of sex education** (excluding statutory relationships education and health education). Any such requests are considered **on an individual basis**, taking account of safeguarding



responsibilities, statutory duties, and the **best interests of the learner**, in line with guidance.

14. Continuity, Progression and Cross-Curricular Links

Continuity is maintained through structured planning. PSHE / PSE links with science, literacy, geography, history and art. Coordination across teachers/tutors strengthens delivery.

15. Time Allocation and Staffing

PSHE / PSE is overseen by the PHSE Lead and delivered by class teachers and through key worker sessions across all Sites. The Jigsaw programme underpins emotional and mental well-being. All staff involved in the delivery of PSHE receive safeguarding, trauma-informed and context-specific training. Delivery is supported by therapeutic professionals and aligned with individual care, risk management and education plans.

16. Equal Opportunities

All activities encourage full participation regardless of gender, culture, ability or background.

17. Assessment, Recording and Reporting

Assessment focuses on self-assessment, group work and discussion. Work may be recorded in written, oral, artistic or photographic formats.

18. Parental and Community Involvement

Given the specialist and safeguarding-led nature of the setting, engagement with parents, carers, social workers and placing authorities is managed sensitively and in accordance with individual care plans, safeguarding procedures and professional judgement.

19. Monitoring

Monitoring is based on observation and discussion.

20. School/College Voice

Learner voice is promoted through an elected President and Vice President, chosen by their peers and elected annually. The President and Vice President meet with learners to gather feedback and represent student views. They also meet with the Headmaster to share feedback and agree priorities, which inform the agenda for School Council meetings. The Headteacher discusses their feedback with the wider community.

21. Resources and Display



We use the Jigsaw programme. Displays across Sites showcase PSHE / PSE work and celebrate Learner achievement.

22. Learning Support Provision

PSHE / PSE offers diverse learning modes. Staff teams are aware of any sensitive issues. PSHE / PSE is not examined and does not require streaming.

23. Curriculum Enrichment

We offer trips, workshops and external speakers to enrich learning.

24. Development Priorities

- Build a strong programme of outside speakers
- Involve more classes in charity and community work
- Increase staff team training in PSHE / PSE delivery

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendix A — England

England's PSHE framework is England's legal framework for PSHE is grounded by statutory duties and Ofsted's inspection requirements.

1. Ofsted — Education Inspection Framework (EIF)

What this means:

- The EIF sets how Ofsted evaluates curriculum, personal development, safeguarding and leadership. PSHE is a key part of the *Personal Development* judgement.



What this requires:

- A coherent PSHE curriculum that supports wellbeing, safety, inclusion and preparation for life.
- **Link: Education Inspection Framework (Ofsted)**
- <https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025>

2. Independent School Standards 2014 (ISS)

What this means:

The Independent School Standards legally require schools to promote pupils' welfare, SMSC development and high-quality education. PSHE directly supports Parts 1, 2 and 3. [\[schoolsweb...ire.gov.uk\]](#)

What this requires:

- PSHE must evidence SMSC, wellbeing, safety, equality and personal development.
- **Active links:**
- **Independent School Standards Regulations 2014**
<https://www.legislation.gov.uk/ukxi/2014/3283>
- **DfE Independent School Standards Guidance 2019**
https://assets.publishing.service.gov.uk/media/67605baec80a844a7aa4b7cb/Independent_School_Standards_Guidance.pdf

3. Equality Act 2010 (Education Duties)

What this means:

Sites must eliminate discrimination, promote equality and foster good relations. PSHE supports these duties by promoting respect, inclusion and understanding of protected characteristics. [\[education.gov.scot\]](#)

What this requires:

- Inclusive PSHE content and accessibility for SEND learners.
- **Link: Equality Act 2010 — Education Guidance**
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

4. Safeguarding

What this means:

- National safeguarding expectations requires sites to use PSHE to develop learners' awareness of risk, safety, boundaries and help-seeking behaviours.

What this requires:



- PSHE must strengthen digital resilience, safe decision-making and protective behaviours.
- **Active link: Keeping Children Safe in Education (KCSIE)**
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>