



Novalis  
Trust

Cotswold  
Chine School

# Personal, Social, Health and Economics (PHSC) Policy 2025-26

## **Personal, Social, Health and Economics (PSHE) Policy**

The school places great emphasis on developing each student's understanding of healthy lifestyles and their ability to keep themselves safe. They are supported to develop skills in managing money as well as their understanding of how to keep themselves safe from risks such as abuse, sexual exploitation, and extremism, including when using the internet and social media. There is also a focus on personal development and the promotion of British values, including respecting others and contributing to wider society and life in Britain.

The school's PSHE/SMSC curriculum follows the "People in the know" (PINK curriculum) which was developed by Gloucestershire Healthy Living and Learning. PSHE/SMSC (PINK curriculum) lessons are timetabled daily and include assembly themes. A website link for further formation is available at <http://www.ghll.org.uk/pink-safeguarding-curriculum>

In addition to this the school runs a Psychoeducational Curriculum developed through working with our Clinical Team and drawing on therapeutic models such as The Neurosequential Model of Therapeutics, The Sanctuary Model and The Social Resilience Model.

Sex and Relationship education forms part of the PSHE curriculum and is timetabled for all students. Sex and Relationship education is adapted according to individual student's abilities and emotional development. Class groups may be divided into smaller groups where appropriate. We ensure SRE runs, and respectful relationships is a theme which comes up throughout the curriculum

### **Aims**

Cotswold Chine School places great emphasis on students' personal development with ambitious aims to ensure all students are given the skills they need to become a positive member of the community with an understanding of how to maintain their safety, wellbeing, and relational health.

The school's approach emphasises the importance of a trauma informed, relationship based, attachment focused, and evidence supported approach which promotes the creation of a low arousal therapeutic school and children's home. Where children can form safe and secure attachments through the establishment of positive relationships with staff members and their friends. Primarily, the school's guiding principle is that everything that it does, and every decision that is taken, should be driven by what is in the best long-term interests of each child.

Central to the School's philosophy is the belief that establishing a sense of safety is vital to ensuring that young people can make progress in their lives. With that in mind, the school adopts an approach which has been designed specifically to help those who have experienced childhood adversity and trauma to feel physically, psychologically, socially, and morally safe.

The overall outcomes that the school seeks to achieve for each child are to:

- To inspire learners to engage in education by offering them opportunities in which they can succeed and thrive.

- To provide both formal and informal learning opportunities, which encourage students to prepare for life beyond school; as individual citizens, as members of a group and as members of the community. Students are encouraged to develop self-confidence to learn new skills, to become receptive to new ideas, to build relationships with others and to develop social competence in a range of group activities.
- To develop each student's ability to take responsibility for their own actions and behaviour, with an understanding of the neuroscience of brain development.
- To promote each student to become active citizens through providing opportunities that allow them to learn how they can make a positive contribution to the school, local and world communities.
- To encourage each student to aim high and to achieve the best examination results, certification, or awards of which they are capable.
- To recognise and celebrate achievement across a wide range of activities.
- To encourage students to take responsibility for their own learning.
- To maintain and promote the involvement of parents, careers, and professionals in their child's learning.
- To help prepare students for their future life as an adult by promoting and developing life skills and through involvement in a range of work experience placements and work shadowing experiences.
- To give our students ownership over their independence by allowing them to practice skills that will aid with self-regulation.

We expect that during their time here students will be exposed to a comprehensive curriculum within daily PSHE sessions, through topic sessions and enriching extra-curricular opportunities to develop skills in the following key areas:

- Know and understand the key concepts of Health & Wellbeing
- Relationships and Living in the Wider World as appropriate to their relative maturity
- Be able to say and do the right thing in any situation without fear of retribution or ridicule
- Understand they have a right to be respected
- Understand they have a responsibility to themselves and others in society
- Through psychoeducation know themselves and be able to read their own emotions sufficiently to respond appropriately and safely
- Through personal development activities know their own strengths, needs, and understand the contexts of the wider world to set ambitious aims for their future

Within PSHE sessions and across the curriculum students' Spiritual, Moral, Social and Cultural (SMSC) development will be central including the active promotion of British Values to provide cohesion to the British and international students being taught.

All subjects including PSHE are linked by termly themes which aim to support the achievement of these outcomes.

Within the core themes, topics are chosen within each Key Stage to provide a context to progressively expand upon the following 'Overarching concepts:'

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts).
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Careers (including enterprise, employability and economic understanding)

## **Content and Delivery**

### **What we Teach**

We ensure we cover the content stipulated by the following guidance, [Children and Social Work Act 2017](#) in line with the terms set out in [statutory guidance](#) for primary students. For Secondary students we teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#).

We teach health education under the same statutory guidance.

Please 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.

For other aspects of PSHE, including health education, see the attached curriculum map for more details about what we teach in each year/Key Stage.

Please note curriculum maps and lesson plans shared here are a guide for teachers to ensure key content is covered; all students within the school enjoy and benefit from a personalised learning programme, which is designed to address their needs. Every student at Cotswold

Chine School is placed onto a curriculum pathway, informed by EHCP (Education, Health, and Care Plans) outcomes, Therapy objectives, Historical information and NMT data. This pathway informs the approach and curriculum adaptations children within it may need. See Curriculum and Assessment Policy for more information.

Further adaptation and support are then given to class teachers by the PSHE subject leader and DSL (Designated Safeguarding Lead) to consider carefully students individualised PSHE plan. PSHE sessions can sometimes be used as a means of Early Help as directed by the DSL and Deputy DSL and in agreement with social care, parents, or careers.

Termly overviews of curriculum content including PSHE are shared with Parents/carers through Class Dojo and can be discussed at parents' evenings or by contacting the deputy or assistant headteachers. We encourage parents to engage with the curriculum, support our approach and raise concerns about content so we can navigate difficult subject matter in a well-informed sensitive way with all students.

Class Dojo posts and Headteacher letters aim to coach and engage parents/carers in supporting their child in all areas of Personal, Social, Health, Economic, Sex and Relationships education at home. For further support we also offer Systematic Family work (see Therapy Tab on the school's website).

## **Gender and Sexuality**

**Equality & respect:** Pupils should learn about all protected characteristics, including sexual orientation and gender reassignment, by the end of secondary school.

Respectful discussion is encouraged within our school to enhance understanding of the breadth of the complexity of the world around students. Students at our school tolerate and celebrate diversity in our community. Kindness and empathy are at the heart of our school values.

Teachers should maintain neutrality and teach the law and fact. They should avoid oversimplification of this topic and should not avoid teaching pupils the full curriculum as outlined here or in Schemes of Work regardless of sexuality or gender.

## **How we teach it**

### **Key Principles & Teaching Methodology**

The programme will be taught through a range of teaching methods, including teacher-led presentations, debates, role-plays, group tasks, individual exercises, research, and discussion. To understand more about our teaching methods please view our Teaching Model of Approach.

There will be an emphasis on active engagement in learning rather than students passively receiving information to ensure that the teaching is effective.

We shall ensure learning 'starts from where students are. Teachers should be aware of this starting point by exploring the EHCP, historical information and discussion with those that taught their students before. Teachers should hold historical information, current safeguarding

concerns in mind when preparing for lessons. When approaching a new topic or idea quick assessment should be carried out informally through initial discussions or a short quiz.

Class teachers should be conscious of individuals learning profiles and adapt lessons according to the strategies listed.

Students should have access to age-appropriate content, but teachers should be mindful of individual sensitivities due to early life history/adverse life experiences our students may have experienced.

The class teachers have the ability and skills to adapt the curriculum to ensure all students are supported to access the full curriculum. Class teachers can seek the support of the PSHE subject lead or senior leadership team at any time should they need additional resource to do so (e.g. an additional room to split groups up, teaching assistant or clinical support).

The subject lead for PSHE provides teachers with a broad breadth of resources alongside lesson plans to ensure they have easy access to resources which meet students' needs.

Sessions including those on risk taking behaviour, should remain positive in tone by maintaining a balance regarding lesson content and promoting positive behaviours and choices whenever relevant. Teachers should be aware that attempts to scare or shock young people into making a healthy choice rarely work and can indeed 'backfire' by inadvertently creating excitement, curiosity, a significant shame response or presenting a 'challenge' to young people.

PSHE is taught four times a week at the same time every day.

PSHE is taught by class teachers, classes are based on a 'Primary model;' students remain with the same two teachers all day. These teachers are best placed through relationships and classroom cultures created to cover difficult content in safety.

PSHE curriculum is supported by enrichment activities such as work experience, the Boost Programme, Duke of Edinburgh Award, and community engagement projects (See Curriculum and Assessment Policy).

PSHE curriculum is supported by the Therapeutic Curriculum delivered by our in-house Clinical Therapy Team.

At KS2 and 3 Citizenship is covered in addition through Topic cross curricular learning and assemblies.

At KS4 Citizenship is covered in addition as a stand-alone subject with the intention students will sit a GCSE.

When directed to by the joint agreement of the Head of Clinical Therapy Services and Designated Safeguarding Lead, members of the clinical team may offer intervention sessions based on PSHE curriculum content.

Clinical support and the help of the SENCo (Special Educational Needs Co coordinators) can be sought if children's 'barriers to learning' are limiting their ability to access the curriculum and further support is required (e.g. in the form of visuals).

Training is delivered yearly challenging topics and approaching difficult class discussions, the subject lead offers routine advice on upcoming topics in termly subject meetings so that all teachers are equipped with the language and skills needed to discuss topic content without sharing personal belief or attitudes. Teaching in teams of two teachers and regular learning walks by senior leaders also safeguard pupils from views being shared in this way.

B-Squared is used to assess by teachers to assess progress at three assessment points each academic year.

In Key Stage Four students aim to achieve unit awards in PSHE with AQA.

In Sixth Form students typically work towards BTEC Personal Growth and Wellbeing, BTEC Vocational Studies and ASDAN Employability.

The subject lead for PSHE and SENCo hold responsibility for moderating teaching and assessment, highlighting concerns to senior leaders and if necessary, implementing intervention for the student or class teacher.

### Programme of Study

Term	Seedling	Sapling	Sycamore	Blossom
Autumn Term 1	<a href="#">Respect and Equality</a> British values Friendship and families Social issues	<a href="#">Respect and Equality</a> British values Friendship and families Managing relationships Equality and hate crime Respectful relationships Healthy relationships	<a href="#">Respect and Equality</a> British values Friendship and families Managing relationships Equality and hate crime Respectful relationships Healthy relationships	<a href="#">Respect and Equality</a> British values Friendship and families Managing relationships Equality and hate crime Respectful relationships Healthy relationships
Autumn Term 2	<a href="#">Online and Offline Identities</a> Internet safety Bullying and cyberbullying Media influence	<a href="#">Online and Offline Identities</a> Internet safety Bullying and cyberbullying Online and media literacy Sextortion and sexting Body image	<a href="#">Online and Offline Identities</a> Sexuality and homophobia Bullying and cyberbullying Online and media literacy Sextortion and sexting Body image and pornography	<a href="#">Online and Offline Identities</a> Sexuality and homophobia Bullying and cyberbullying Online and media literacy Sextortion and sexting Body image and pornography

Spring Term 1	<u>Healthy Lifestyles</u> Hygiene Dental Hygiene Food and diet Exercise Emotional health Mental health	<u>Healthy Lifestyles</u> Hygiene Dental Hygiene Food and diet Exercise Emotional health Mental health	<u>Healthy Lifestyles</u> Health checks Stress Food and diet Exercise Emotional health Mental health	<u>Healthy Lifestyles</u> Health checks Stress Food and diet Exercise Emotional health Mental health
Spring Term 2	<u>Relationships and Puberty</u> Growing up Puberty Consent Healthy relationships	<u>Relationships and Puberty</u> Puberty Consent Intimate relationships Sexual exploitation STIs	<u>Relationships and Puberty</u> Consent Intimate relationships Sexual exploitation STIs Teenage pregnancy Contraception	<u>Relationships and Puberty</u> Consent Intimate relationships Sexual exploitation STIs Teenage pregnancy Contraception
Summer Term 1	<u>Developing Agency</u> Careers Finance Keeping safe at home and outdoors	<u>Developing Agency</u> Employment Finance Personal safety Emergency aid Sun Safety	<u>Developing Agency</u> Employment Finance Independent living Personal safety Emergency aid Being safe	<u>Developing Agency</u> Employment Finance Independent living Personal safety Emergency aid Being safe
Summer Term 2	<u>Risk Management</u> Internet safety	<u>Risk Management</u> Smoking Alcohol	<u>Risk Management</u> Smoking Alcohol	<u>Risk Management</u> Smoking Alcohol
	Keeping safe at home and outdoors	Drugs Gangs Internet safety	Drugs Gangs Internet safety	Drugs Gangs Internet safety

This is a guide; content may be taught at different times throughout the year in response to students' needs.

### Whole School ethos

Cotswold Chine School recognises that PSHE is a school subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in the modern world.

PSHE is not just a stand-alone subject but is part of a whole school approach to Wellbeing and is therefore intrinsic to pastoral care.

Ultimately the aims of the programme are to keep students safe and well, and support them when things go wrong, but it can also equip students to make positive choices to keep themselves and others safe and healthy, manage their own behaviour and relationships and to know and be able to independently access the sources of support they need for themselves or when they are worried about a friend.

The PSHE policy also supports the following school policies:

- Safeguarding & Child Protection
- Anti-bullying and Cyber-bullying



- Equal Opportunities
- IT Acceptable Use
- Behaviour Other issues closely linked to the PSHEE curriculum include;
- Radicalisation and the government's Prevent strategy
- British Values
- Sex and relationships education (RSE)
- Female Genital Mutilation (FGM)
- Child Sexual Exploitation (CSE)
- Social, Moral, Spiritual and Cultural (SMSC) development

Not only do these issues feature prominently across the curriculum. PSHE is one integrated strand of a whole school approach to ensure the safety and wellbeing of the students.

### **Cross-curricular links PSHE**

shares links across the curriculum, for example:

- English: encouraging communication skills, critical thinking, and exploring literature that addresses social and emotional themes
- Maths: teaching financial literacy and confidence with money, understanding statistics related to health and wellbeing
- Science: understanding human biology, life cycles, and nutrition
- Humanities (History, Geography, RE): understanding of how societal attitudes have evolved over time, discussions on global issues such as climate, fostering respect for diversity
- PE: promoting physical health, teamwork, resilience, strategies for managing stress through exercise
- Computing: understanding digital citizenship, responsibility and online dangers such as cyberbullying
- Art & Design, Music: exploring emotions and self-expression, cultural perspectives and influences
- MFL: fostering understanding of other cultures, empathy and learning global skills
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues, class discussions and debates on current affairs
- The above list is not exhaustive.

### **Contextual Curriculum overview**

At Cotswold Chine we follow a holistic curriculum, containing clear pathways, that incorporates therapeutic practices promoting self-progression. The curriculum is informed by the Neuro-Sequential Model of Therapeutics, developed by Bruce Perry with an understanding of how trauma impacts brain development. The curriculum therefore focusses first on establishing safety and the primary needs of the students.

Many of the young people that attend Cotswold Chine School are affected by developmental and/or complex trauma, the Novalis Model involves a 'trauma-informed' and evidence-supported approach which promotes positive relationships and secure attachments within a therapeutic low arousal environment.

Our curriculum aims to 'build capacity' to learn and overcome barriers to learning informed from a neurodevelopmental, attachment informed approach. Every student at Cotswold Chine School is placed onto a curriculum pathway, informed by EHCP outcomes, therapy objectives, historical information and NMT data.

### Curriculum Pathways:



**Seedling:** *To be able to understand and respond to my sensory needs, make sense of the world around me and access multi-sensory learning experiences. For example, in PSHE this will include practical learning like role plays. Multi-sensory activities will provide opportunities to reinforce the learning of key vocabulary.*



**Sapling:** *To develop awareness of my own emotions, how I self-regulate, connect meaningfully with others, and engage with learning experiences. For example, in PSHE this will include pupils having class discussions and debates, to develop their skills in listening to and responding respectfully to other opinions. Further to this, pupils will work collaboratively with their peers to gain and understand a variety of perspectives.*



**Sycamore:** *To develop positive relational health, be safe and work towards appropriate accreditations, in line with my abilities and interests. For example, in PSHE this will include providing students with opportunities to learn about careers and enterprise to ensure they can make informed decision for their future.*



**Blossom:** *To develop transferable skills in preparation for life and independence. For example, in PSHE this will include opportunities to develop skills of independence, including financial literacy, careers and enterprise, and personal safety.*

Each pathway has access to the National curriculum which is individualised for each student, incorporating their primary social, emotional, and academic needs. For all pupils, the curriculum is geared to achieve the aim that as adults they will have developed and achieved the skills to enable them to have the greatest level of independence and most enjoyable and fulfilling lives.

Cotswold Chine School offers a full range of educational and social experiences, to students aged 7-19 years old, with the aim of creating a community that feels safe, focusing on rhythm and routine: a community that celebrates achievements and allows the young people to develop and nurture skills that will enable them to progress in all aspects of their lives. The curriculum encourages students to explore all subjects of the National curriculum in a practical and creative way.

### **Roles and Responsibilities**

#### **Trustees will:**

approve the PSHE policy and hold the headteacher to account for its implementation.

Monitor the impact of the subject across the school and on pupils

Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

The board of trustees has delegated the approval of this policy to Hannah Dury (Headteacher).

**The Headteacher and Designated Safeguarding Lead** is responsible for: ensuring that PSHE is taught consistently across the school.

Monitor teacher workload and professional development.

Ensure subject action plans are suitable.

Monitor the quality of resources.

Support the subject lead to have the time required and guidance needed to maintain the curriculum in line with DfE (Department for Education) legislation and guidance.

Keep the PSHE Subject lead informed of Safeguarding themes in order that the curriculum can be adapted to meet the needs of the students.

Exam and assess the appropriateness of our curriculum content alongside the requirements of the National Curriculum and DfE statutory or updated guidance.

Ensure this policy is reviewed according to the timescales set out.

#### **The Deputy Headteacher and Assistant Headteachers will also:**

Support the subject leaders but also hold them to account for the effectiveness of the subject through learning walks, student and teacher feedback and curriculum review meetings.

Support teaching staff to access suitable training and resources and have sufficient time to engage with these.

Monitor the planning and delivery of the subject through curriculum coordination meetings, learning walks, staff and student feedback.

**The PSHE Subject Lead** are responsible for:

Develop resources in line with the school's aims and the curriculum aims of this policy.

Attend regular refresher training to support their ability to maintain and develop the curriculum and support other teachers to deliver good lessons.

Maintain the development of the curriculum in line with DfE legislation and guidance.

The PSHE subject lead is responsible for ensuring the curriculum is approached sensitively and dosed with subject areas we recognise as emotionally demanding for our pupils interspersed with those less so.

Monitor through moderation the progress of students in this subject area and raise any concerns to the headteacher or senior leadership team.

Supporting parents to understand our approach and making available resources as required.

**Class Teachers and Assistants** are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual students and adapting the curriculum accordingly
- Ensure teaching approaches are suited to the curriculum pathways
- Seeking guidance, advice as required from staff named in this policy (Hannah Dury or Billie McGarrigle)
- Following Safeguarding Policies and Procedures should a lesson raise concerns about a student's safety and/or wellbeing.
- Attending all training offered and catching up on training missed.
- Supporting parents to understand our approach.
- Resources are made available to parents to consider as requested

**Students** are expected to:

engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Students are encouraged to provide a positive contribution to the class PSHE discussions, class work, the wider school and local community. Students are encouraged to use opportunities for feedback to inform the curriculum taught, such as Gloucestershire's pupil survey to reflect their true experiences and support needed.

**Parents/Careers** are responsible are asked to:

Encourage open conversations that support students to feel able to talk about issues brought up within the curriculum.

Inform teaching staff of any concerns about content and work with teachers to establish psychologically safe ways to support their students to engage with difficult topics to prepare them for adulthood.

Attend parents' events and review information sent by the school to support them to be informed of topical issues such as safeguarding themes or curriculum content guides.

Support the school with good communication about students experience in the family and wider community to support us to tailor our teaching to their needs.

### **Links with other policies and guidance**

This Policy has been written with due regard given and reference to the following documents:

Novalis Trust Statement of Purpose

Cotswold Chine School Relationships, Sex and Health Education Policy 2025-26

Cotswold Chine School Curriculum and Assessment Policy 2025-6

Cotswold Chine School Safeguarding Policy 2025-6

Cotswold Chine School Model of Approach: Teaching and Learning 2025-6

Cotswold Chine School SEN Report 2025-6

[DfE Keeping Children Safe in Education](#)

[DfE Guidance Relationships Education and Health Education \(2021\)](#)

[DfE Guidance Personal Social, Health and Economic Education \(2021\)](#)

[DFE Guidance 'Promoting Fundamental British Values through SMSC \(2014\)](#)

[Independent School Standards \(2019\)](#)

[Equality Act 2010](#)

PSHE Association Membership

PINK GHLL Curriculum