



PSHE Policy

July 2025



Date of Approval:	July 2025
Approved by:	Local Academy Council
Review Date:	July 2026

Introduction (Intent)

PSHE education is a vital part of the curriculum, supporting the personal development, wellbeing, and life skills of all our pupils. We recognise that every child is unique, capable and full of potential, with diverse learning needs and learning styles. Our PSHE curriculum has been carefully designed to be inclusive and accessible, ensuring meaningful learning experiences for pupils across all three pathways.

Through a combination of structured lessons, sensory experiences, and real-life contexts, we aim to equip all pupils with the knowledge, skills, and understanding they need to lead safe, healthy, and fulfilling lives. Our approach is flexible and responsive, allowing staff to adapt content and delivery to meet the developmental stage and communication needs of each learner.

PSHE plays a vital role in our whole-school approach to safeguarding, helping pupils to understand how to stay safe, make informed choices, and seek help when needed. We work closely with a multidisciplinary team of professionals, such as Speech & Language Therapists, Occupational Therapists and a Behaviour Consultant who collegiately play a vital role in helping to keep all pupils safe; when children are supported in regulating their emotions and behaviours, they are better equipped to make safe and positive choices. It also encompasses Relationships and Health Education (RHE), which supports pupils in developing respectful relationships, understanding emotions, and learning about physical and mental well-being in an age and developmentally appropriate way.

In addition, our PSHE curriculum promotes British Values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These values are embedded throughout our curriculum and school culture, helping pupils to become responsible, respectful and active members of society.

Implementation

In our pre-formal (Explorers) pathway PSHE and RHE is interwoven into all aspects of school life. Pupils learn to develop their self-help skills, their interaction with those around them and their emotional literacy skills through the carefully designed curriculum, which links across the 4 areas of need with each pupils' Education, Health & Care Plan. Alongside the curriculum, and as specific needs arise, staff will plan individualised programmes of work for pupils and deliver tailored sessions on a 1:1 and small group basis.

In the semi-formal (Adventurers) & formal (Discoverers) pathway PSHE & RHE is delivered through a combination of carefully sequenced and well-planned weekly curriculum timetabled opportunities as well as whole-school approaches. It is also inter-woven into all aspects of school life through the children's Education, Health & Care Plans. We have designed a bespoke RHE & PSHE curriculum in line with the guidance from the National Curriculum, and using the Jigsaw PSHE scheme as a starting point. Alongside the curriculum, and as specific needs arise, staff will plan individualised programmes of work for pupils and deliver tailored sessions on a 1:1 and small group basis.

We have chosen to implement Jigsaw PSHE for pupils on our semi and formal pathways for two reasons which are:

1. It offers a curriculum that supports the children's well-being, emotional development and their social skills
2. The progression of skills have been carefully mapped out to ensure pupils have a deep understanding of each topic studied.

The Jigsaw PSHE scheme has been divided into 6 key areas of learning (jigsaw puzzle pieces), which are:

Being in My World

Celebrating Difference

Dreams & Goals

Healthy Me

Relationships

Changing Me

We have decided to cover 3 puzzles a year (on a two-year rolling programme), which gives us time to break the learning down further and ensure our pupils have time to practise, learn and repeat skills before moving on to the next steps. We have carefully selected the year group path according to the levels and needs of the pupils in each class, but teachers will also look to the year group paths that come before and after, to ensure lessons are differentiated for the needs of all learners. Themed days and weeks (e.g. Mental Health Awareness Week and Black History month), have also been mapped onto planning documents.

We have carefully considered how and when to teach important themes that pupils could miss due to year group pathway they are accessing. We have decided that from Year 4 onwards, pupils will be taught about puberty and how their bodies will change as they move into adolescence. This thread will be revisited every half term, and will be taught in an age and developmentally appropriate way, to support pupils to understand the changes that will/are happening to themselves and their friends.

Sex Education is not compulsory within primary schools and is not specifically taught at the Bridge School. Pupils do however (through our Science curriculum) learn the correct names for their body parts and parents are informed when these lessons are about to take place. We do not specifically teach our pupils about sex, drugs, smoking, online behaviour and exploration. These areas are touched upon in developmentally appropriate ways for some pupils through routines and class discussions, as and when required. If a concern arises around one of the issues highlighted above, then staff will seek advice and guidance from a DSL/PSHE Lead to help plan appropriate intervention activities to support the pupils in an appropriate and sensitive way.

School Council

We believe that every pupil has the right to be heard, valued and included in shaping their learning experiences. The School Council plays an important role in promoting pupil voice and active citizenship within our PSHE curriculum. Pupils from all three pathways across the school, are supported to participate in ways that reflect their individual communication styles and abilities. Through the School Council, pupils learn about democracy, decision-making, and mutual respect. They contribute to discussions about school life, share ideas, and help shape activities and initiatives that affect the whole school community.

Impact (Assessment)

For pupils in the Explorers pathway, the impact of our PSHE curriculum can be seen through:

- Increased engagement
- The development of early communication and interaction skills
- Demonstrating preferences using their preferred communication method
- Progress against IEP and EHCP targets

For pupils on the Adventurer pathway, the impact of our PSHE curriculum can be seen through:

- Increased engagement
- Communicating choices and feelings using a combination of methods
- Engaging in structured group activities with support
- Showing an awareness of turn taking and basic social interactions
- Participating in daily routines with increased independence
- Showing increased emotional regulation and awareness of others
- Developing the ability to make safe and healthy choices
- Progress against IEP and EHCP targets

For pupils on the Discoverer pathway, the impact of our PSHE curriculum can be seen through:

- Communicating clearly and appropriately in a range of contexts, using spoken language, writing, and/or AAC.
- Working independently on structured tasks
- Beginning to self-manage transitions and routines
- Showing confidence in social settings
- Forming positive relationships and understanding basic social rules
- Enhanced self-awareness and regulation

- Developing the ability to make safe and healthy choices
- Progress against IEP and EHCP targets

Monitor & Review

The Headteacher and PSHE Lead (Deputy Head Teacher) are responsible for monitoring the implementation of the PSHE/RHE curriculum and the quality of teaching through learning walks and monitoring books/Evidence for Learning (in conjunction with the Assessment Lead). By doing this, we can evaluate strengths and highlight areas for further development.

Please read this policy in conjunction with the following – RHE policy, Curriculum policy, Intent, implementation & impact statement, Curriculum policy, Health & Safety policy, Equality Scheme (Equal Opportunities policy).