



Abbey Park School
PSHCE Policy document

1. Aims

Abbey Park School's Personal, Social, Health and Citizenship Education (PSHCE) is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Our PSHCE education programme consists of a comprehensive, planned and age-appropriate programme with skills such as self-awareness, managing emotions and analysing and managing risk lying at its heart. The content is pupil-driven and in line with the latest national guidance. It has an overarching focus on safeguarding, to ensure that pupils know how to stay safe, look after themselves and make informed choices.

We respond promptly to international, national and local issues within our whole school PSHCE offer with our responsive curriculum.

- We recognise that PSHCE can encompass many areas of study and so our programme draws on the statutory content already outlined in the National Curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle. We continue to tailor our PSHCE programme to best reflect the needs of our current pupils at Abbey Park School through:
 1. Promoting their spiritual, moral, cultural, mental and physical development

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2. Preparing them for the opportunities, responsibilities and experiences of later life. (Education Act 2002/ Academies Act 2010)
3. The use of student voice termly through pupil voice and parent/carer voice annually via the RSE consultation as well as feedback and review opportunities throughout the year.

2. Policy context and rationale

Abbey Park School aims to take a whole school thematic approach to its provision of PSHCE so that different year groups can work on similar themes throughout the year. This allows for greater cross-phase collaboration, enables a link between the PSHCE curriculum and school assemblies, and helps build a spiral programme of learning which facilitates progress for every child year on year.

3. Statutory requirements

Despite PSHCE being a non-statutory subject, to support all of our pupils to stay safe and prepare for life in modern Britain, there are aspects of the curriculum we are required to teach. Upon statutory guidance that came into effect from September 2020, and in line with the Education and Inspections Act 2006 that places a duty on the Local Advisory Board (LAB) 'to promote the wellbeing of pupils at the school', we have revised Relationships and sex education (RSE) and health education. Both of these statutory elements fall under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. You can access our RSE Policy [here](#) which details a parent/carer's right to withdraw their child from certain aspects of RSE which do not form part of the Science National Curriculum. You can also find our Safeguarding policy [here](#).

A new RSE guideline for statutory requirement has been released on the 15th July 2025. The new guidance will be statutory from 1st September 2026. During this academic year we will be reviewing our current RSE curriculum map against the new guidance to identify any gaps in our provision (topics, timing, staff training and resource materials) and amending accordingly.

3.1 Content and delivery

Having hosted a parental consultation online for all year groups for the past four years during the summer term, we have built a bespoke curriculum tailored to the needs and lives of our pupils. The PSHCE Association's suggested curriculum content has been used as a basis to design lessons and supporting materials for all pupils. With this, the academic year is divided into 3 broad areas of PSHCE focus:

1. Health and Wellbeing

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2. Relationships
3. The Wider World

All PSHCE content is delivered at an age and developmentally appropriate level and builds on the three areas listed above, year on year. You can view our curriculum for 2025-6 [here](#). As stated above, we are required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above). 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.

Overarching Concepts to be Included in Abbey Park School's PSHCE Provision

- 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, including online in an increasingly connected world)
- 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)

3.2 How we teach PSHCE at Abbey Park School:

All pupils from Year 7-11 receive 5 hours of PSHCE per term. Each PSHCE lesson is planned and tailored to the needs of our pupils at Abbey Park School. Lessons are created by the Head of PSHCE and delivered by a committed and passionate team of tutors. All lessons are in line with our long-term PSHCE scheme of work and underpinned by the British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith. All content aims to be fully inclusive in nature and we regularly review our materials in light of the changes we see in the world around us.

School membership to the PSHCE Association and the Sex Education Forum as well as closely working with Swindon Healthy Schools has provided us with access to government granted

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PSHCE resources and materials that have informed us with a basis for planning. To facilitate pupil's learning in PSHCE lessons:

- Rules are established at the beginning to create an environment of safety, maturity and security; one in which pupils are encouraged to talk hypothetically as opposed to each other's personal experiences;
- The purpose of each lesson is made clear;
- Appropriate learning experiences are planned in line with our long-term PSHCE scheme of work to meet the needs of all the pupils in the class.
- Scenario based learning experiences draw on pupils' own knowledge and understanding to provide them with a range of opportunities to learn, practice and demonstrate skills, attitudes, knowledge and understanding;
- Time is given for pupils to reflect, consolidate and apply their learning of skills to relevant scenarios;
- Staff training needs are met, to include safeguarding pupils, handling sensitive and controversial issues and confidentiality to ensure that teachers do not let their personal beliefs and attitudes influence their teaching of PSHCE and that lessons remain fully inclusive for all;
- Abbey Park School leads the programme, but, carefully selected and, where necessary, screened outside visitors may play a role in delivering content, eg: Wiltshire Police, Wiltshire Fire Service, **Justlikeus, Alter Ego**. All necessary safeguarding checks are followed and all resources reviewed by the Head of PSHCE in advance of the session.

3.3 Reporting to parents

As part of a whole school initiative 'Abbey Park Proud' (which stands for Presentation, Respect, Organisation, Understanding and Determination) each element is embedded within the PSHCE curriculum. At each consultation window, the tutor awards their tutee a 'proud' score which is an overview of their participation in tutor time, community activities and all PSHCE lessons.

3.4 Marking and feedback

Baseline assessments are conducted at the start and end of every unit in a range of formats; baseline grids, mind-maps, think-pair-share discussions. This looks to assess knowledge as well as skills.

PSHCE operates in line with the whole school monitoring and marking procedures, with tutors at the end of each term/set of 5 lessons marking exercise books using a marking grid linked to Abbey

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Park Proud. This emphasises the demonstration of those core APS values and skills and contributes to learning discussions about pupil progress.

4. The Local Advisory Board (LAB)

Abbey Park School's LAB will approve the PSHCE policy, and hold the Principal to account for its implementation.

4.1 The Principal

The Principal is responsible for ensuring that PSHCE is taught consistently across the school.

4.2 Staff

Staff are responsible for:

- Delivering PSHCE in a sensitive way
- Modelling positive attitudes to PSHCE
- Monitoring progress
- Responding to the needs of individual pupils

The Head of PSHCE has oversight of all aspects of the PSHCE curriculum, from planning to delivery and assessment.

4.3 Pupils

Pupils are expected to engage fully in PSHCE and, when discussing issues related to PSHCE, treat others with respect and sensitivity.

5. Monitoring arrangements

The delivery of PSHCE is monitored within the whole school strategic monitoring calendar. Monitoring is an ongoing process that checks the degree to which our programme of study is being effectively implemented. This monitoring will answer question such as:

- Is the programme effectively managed and are staff clear about their roles and responsibilities?

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- Does the planned programme reflect national guidance, local priorities and pupils' needs?
- Are all pupils being taught the programme as planned?
- Are they acquiring the necessary knowledge, do they understand it? And are they developing key life skills
- Is the quality of teaching consistent across all classes and does it exemplify best practice?

This includes: learning walks, pupil voice and work scrutinies. These questions can be answered through regular planning reviews, termly learning walks, termly stakeholder surveys, recording pupil attendance and behavior analysis, annual review of the PSHCE & RSE Policies, and sampling the quality and content of pupil's work as part of the monitoring calendar. Pupils' development in PSHCE is monitored by tutors as part of our internal assessment systems. Additionally, this is done through:

- Baseline testing at the start and end of each unit
- Assessment for Learning during lessons
- Lesson observations
- Parent, staff and student voice - annually

This policy will be reviewed by the Vice Principal every year. At each review, the policy will be approved by the LAB.

6. Links with other policies

This policy links to the following policies and procedures:

[Link to RSE policy](#)

[Link to safeguarding policy](#)

[Link to behavior policy](#)

[Link to equality policy](#)

[Link to anti-bullying policy](#)

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