

Our vision is 'to empower our learners to achieve their best outcomes through high quality education, in preparation for life. Here we celebrate being unique individuals and develop unearthed potential'.

To be read in conjunction with:

- EQUALS Semi-formal curriculum (My Relationships and Sex Education) document
- DfE [Personal, social, health and economic \(PSHE\) education - GOV.UK](https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education)
(<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education>)
- DfE [Relationships Education, Relationships and Sex Education and Health Education guidance](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)
(<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>)
- RSHE Policy
- Accessibility Plan
- Equal Opportunities Policy
- E-Safety Policy
- Special Educational Needs Policy
- SMSC and British Values
- Assessment
- Teaching and Learning

Document Type	Policy	Version Number	1
Policy Owner	Headteacher/Quality of Education Lead	Last Review Date	28/01/2026
Date First Issued	November 2024	Next Review Date	At least annually

Document History

Version	Comments/amendments	Name	Signed off	Date
1.0	First Version	Chris Clements	Chris Clements	November 2024
2.0	Review	Sarah Chalmers-Thorpe	Chris Clements	28/01/26



PSHE Policy

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1. Aims

Vision: At Copper Fields School, we empower learners to achieve their best outcomes through high-quality education, preparing them for life and celebrating individuality. Our PSHE curriculum is designed to build self-awareness, enhance social relationships, and develop the skills necessary for active, responsible citizenship.

The **Personal, Social, Health, and Economic (PSHE)** curriculum aims to:

- **Develop Self-Awareness and Personal Skills:** By enhancing self-esteem, self-respect, and the ability to safeguard themselves against risks, learners will gain the confidence to make positive life choices and engage responsibly with others.
- **Foster Positive Relationships:** Our curriculum helps students understand the importance of building respectful, responsible, and supportive relationships. This includes learning to communicate effectively, appreciate differences, and act with empathy in social situations.
- **Promote Well-Being:** We focus on both physical and emotional health, encouraging students to adopt healthy lifestyles, make informed decisions about their well-being, and understand the significance of mental health.
- **Instill Moral and Ethical Understanding:** Students will develop the knowledge, attitudes, and behaviors that guide them in making informed decisions about right and wrong. This includes developing empathy, respect for others, and the ability to act ethically.
- **Equip for Active Citizenship:** Learners will gain the knowledge and skills to be active and responsible citizens, understanding their rights and duties, and developing the confidence to contribute positively to their community and society.
- **Ensure Personal Safety and Safeguarding:** We equip students with the tools to recognise and navigate potential risks, ensuring they are confident in making safe choices and know how to protect themselves, especially in online spaces.
- **Support Holistic Development:** Through our curriculum, we foster spiritual, moral, social, and cultural development (SMSC), guiding students to appreciate the diversity of the world and engage with it thoughtfully and respectfully.

This policy aligns with the Copper Curriculum Branch model, ensuring a developmental, stage-not-age approach to delivering PSHE and RSHE content through Explore, Discover, and Adventure pathways

Statutory Requirements

Our curriculum meets the statutory framework requirements for Relationships Education, RSE, and Health Education from September 2025, ensuring compliance with Department for Education guidelines on safeguarding, well-being, and relationships.

2. Arrangements for Subject Planning by Teacher



PSHE Policy

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The Curriculum Lead will develop the yearly long-term planning, ensuring that the three core themes of PSHE—Health and Wellbeing, Relationships and Sex Education (RSE), and Living in the Wider World—are fully covered. This long-term plan will align with the PSHE Association’s curriculum, which meets the requirements of the Statutory Framework for teaching from September 2025. The RSE curriculum will follow the EQUALS My Relationships and Sex Education Scheme.

PSHE and RSHE planning is underpinned by the Copper Fields Branch-based progression model, ensuring developmental access to sensitive content including puberty, consent, and body awareness. Content such as puberty, periods, or safe/private touch may be delivered where appropriate for safeguarding and age, even when a pupil’s developmental branch is lower.

Teachers’ Responsibilities: Based on the long-term objectives and curriculum overview provided by the Curriculum Lead, teachers will develop detailed half-termly plans that guide their lessons. These plans will ensure that teaching is aligned with the overall curriculum goals while addressing the specific needs of their learners.

Key points:

- Teachers will create half-termly plans based on the long-term curriculum framework and objectives.
- Teachers will tailor lesson content to meet the needs of students, using the Pastoral Support Plans (PSPs) to inform their teaching.
- Half-termly plans will be evaluated regularly to ensure they are achieving the desired outcomes.
- Teachers will collaborate with the Curriculum Lead to make adjustments where necessary.
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Annual Review and Planning: At the end of each academic year, teachers and the Curriculum Lead will review the content covered and assess the success of the previous year’s planning. This review will help identify areas for improvement and inform the planning of the following year’s curriculum.

Key points:

- The review of the yearly plan will be carried out by the Curriculum Lead and teaching staff.
- Feedback from the review will be used to adjust the following year’s curriculum.
- The Curriculum Lead will identify any problems to address with the teaching team and adjust plans accordingly.

Balancing PSHE with Other Subjects:

When planning the PSHE curriculum, teachers will consider how PSHE fits within the broader school timetable. This ensures that PSHE lessons do not overwhelm students by conflicting with core subjects (e.g., Maths, English). It also allows for integration of PSHE with other subjects when appropriate. For instance, topics related to relationships or emotional health might be explored in other subjects like literature, social studies, or even physical education, reinforcing the concepts learned in PSHE lessons.

Key points:

- Teachers will ensure that PSHE is scheduled in a way that does not interfere with other subject areas.
- PSHE topics will be integrated where possible with other curriculum areas to enhance learning.
- Time allocated for PSHE will be balanced against the time for core subjects to ensure students are not overloaded.

PSHE Policy

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Use of Pastoral Support Plans: Teachers will make use of Pastoral Support Plans (PSPs) to record and address individual student needs, concerns, and any relevant questions. These plans will inform the lesson content and ensure that the curriculum is tailored to meet the diverse needs of each learner.

Key points:

- Teachers will reference PSPs when planning lessons to ensure that each student’s needs are met.
- PSPs will guide the differentiation of lessons and ensure appropriate support is in place for individual learners.

3. Strategies for Teaching

At Copper Fields School, teachers use a range of teaching strategies to ensure that PSHE lessons are engaging, accessible, and meet the diverse needs of all learners. The teaching approach is flexible and adapted to the individual abilities, developmental stages, and learning styles of students.

Effective teaching strategies will include:

- **Differentiated Teaching:** Teachers will use differentiated approaches to cater to the varying ages, abilities, and developmental stages of learners. This ensures that all students can access the curriculum at an appropriate level for them.
- **Interactive Learning:** Lessons will be designed to engage students in hands-on, experiential learning. This will include activities such as role-playing, group discussions, and problem-solving tasks that allow students to actively participate in their learning.
- **Varied Teaching Methods:** No single teaching style will be used for all activities. A mix of whole-class teaching, small group work, and individual tasks will be employed, depending on the lesson objectives and the needs of the students.
- **Cooperative Learning:** Teachers will foster social interaction and collaboration in the classroom through paired work or small group activities. This encourages peer support, teamwork, and the sharing of ideas, which enhances both social skills and learning outcomes.
- **Individual and One-to-One Support:** Students who need additional support will receive one-to-one attention or be provided with targeted interventions as necessary. Teachers will also be attentive to students who may benefit from additional guidance in specific areas.
- **Challenging Learners:** Lessons will be designed to stretch and challenge learners by providing tasks that encourage critical thinking and problem-solving. Teachers will offer students opportunities to explore concepts in depth and push their understanding beyond basic knowledge.
- **Student Autonomy:** As much as possible, students will be encouraged to take responsibility for their own learning. They will be given opportunities to direct their own work, set goals, and reflect on their learning process. This encourages self-regulation and independence.



PSHE Policy

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Learners access PSHE and RSHE through one of three access approaches—Explore (sensory and relational), Discover (play-based and thematic), and Adventure (subject-specific and project-based)—as outlined in the Copper Curriculum Handbook. By utilising these strategies, teachers at Copper Fields School aim to create an environment where students are actively engaged in their learning, feel supported, and can develop the skills necessary for both academic success and personal growth.

4. Strategies for Learner Learning

Effective learning at Copper Fields School is achieved by actively involving students and fostering independence, self-confidence, and essential skills. The following strategies will be used:

- **Active Participation:** Learners will be engaged in discussions, group activities, and hands-on tasks to make learning interactive and meaningful.
- **Clear Purpose:** Lessons will have clear objectives, and students will understand how these contribute to their personal development.
- **Positive Expectations:** Teachers will maintain high expectations, encouraging learners to believe in their ability to succeed and fostering a growth mindset.
- **Building Self-Esteem:** Teachers will celebrate learners' strengths and achievements, promoting a positive sense of self-worth.
- **Knowledge Consolidation:** Opportunities will be provided for learners to revisit and apply what they've learned to reinforce their understanding.
- **Critical Thinking:** Students will be encouraged to reflect on their learning and solve problems, helping them to think critically.
- **Self-Control:** Learners will be supported in managing their emotions and behavior, essential for success in PSHE.
- **Independent Study:** Students will develop independent study habits, fostering responsibility and self-discipline.
- **Collaborative Learning:** Group work will promote peer-to-peer learning, communication, and problem-solving skills.

These strategies will help learners take ownership of their education, build confidence, and develop important life skills.

5. Allocation of Resources

Teachers will identify the resources needed for each PSHE lesson during the planning process, considering the specific topics, learning styles, and abilities of the students. These resources may include physical materials, digital tools, or external support like guest speakers or specialist content. Once the needs are identified, teachers will communicate them to the curriculum coordinator, ensuring



PSHE Policy

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that resources are secured and ready in advance. If necessary, alternative solutions will be explored to meet the needs of the lesson.

In addition to lesson-specific materials, teachers will have access to a range of general resources, such as lesson plans, digital tools, and multimedia content. These can be adapted as needed to accommodate individual student needs and developmental stages. The school will also collaborate with external organizations, such as health professionals or community groups, to provide additional resources and expertise, enriching the curriculum with real-world insights on topics like relationships, mental health, and personal safety. Staff may access the school's 'RSHE Delivery Toolkit' including visual supports, dolls, social stories, puberty materials, and sign-supported texts.

6. Individual Specialist Provision

This policy document stresses the need for Learners to be able to show what they have achieved, by whatever means appropriate. There is a need to look at alternative means of giving access to the PSHE curriculum through, for example, the use of computers, physical aids or the provision of support workers. To ensure the safe handling of tools, materials and equipment, the adaptation of workspaces and equipment may need to be considered, while provision required to support language related work should also be emphasised. A range of opportunities commensurate with Learners needs and abilities should be on offer to all Learners rather than their disability becoming the basis for limitation or restriction of experience. All Learners are individuals and as such can be seen as having special needs, gifts or talents which all have to be met in order that they realise their full potential. Disability should never be the basis for denial of access to the PSHE curriculum. Learners requiring support with toileting, body awareness, or personal care access RSHE concepts embedded through everyday routines, with sensitivity and safeguarding priority.

7. Criteria for Evaluating the Success of the Policy

The policy should be reviewed on an annual basis by the original writer or other leading PSHE and curriculum, in consultation with the Senior Leadership Team. In the process of this review they should seek to answer the questions identified below:

- Does the curriculum comply with legislation and guidance from DfE? Does Quality Assurance evidence this?
- Does the rationale reflect current practice in school?
- Is the school successful in meeting the aims in this document?
- Is there evidence to show Learners are experiencing breadth and balance across the whole curriculum?
- Can the Education & Skills Facilitator demonstrate that the arrangements for planning and monitoring have been effective?
- Is there evidence that the strategies for teaching and learning are effective?
- Does the allocation of resources allow for effective implementation of the curriculum?



PSHE Policy

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- Do the assessment, recording, reporting arrangements clearly identify Learner achievement and fulfil legal requirements.
- Is there evidence around school that demonstrates Learner achievement and enjoyment

Success of PSHE and RSHE delivery will be monitored via learning walks, pupil voice, staff planning reviews, and outcome tracking using Copper Fields' assessment and QA dashboards.

7. Community Links

Work within this curriculum area will take place within the school environment. However, it is important that the Learners can transfer the skills and attitudes that they have learnt into other meaningful situations. Where it is practically possible and relevant to the age of the Learner, learning will also take place in local shops, on public transport and in other relevant areas of the community.

Opportunities will be created for the Learners to develop Learner awareness of local cultures and faith groups.

8. Parent/Carer Involvement

It is vital that parents/carers are actively involved in this aspect of their children's learning as they have a significant effect upon it. Parents'/Carers' fundamental role in this area of their child's education is acknowledged by staff. Many aspects of PSHE are very much part of a Learner's home life and therefore sharing information is particularly vital to ensuring that teaching is sensitively approached.

- All Parents'/Carers' have the right to view resources that are used to teach Relationships and Sex Education. These can be shared via a parent presentation or parent portal. This access to the documents is accompanied by a sufficient acknowledgment of the provider's authorship and includes a statement, that parents agree to as a condition of access, that the content should not be copied or shared further except as authorised under copyright law.

9. Cross Curricular Links

There will be many natural links with other areas of learning. Learners' personal growth will be enhanced by the development of language, physical and mathematical skills; spiritual appreciation will be developed through links with science, environmental education and creative activities; social development and moral understanding will permeate all learning experiences.

The Learner's statement may refer to objectives, which should be seen as cross-curricular as well as being based within a particular subject area.

Copper Fields School have developed and implemented a Pastoral Support Plan (PSP) for every learner to strengthen and empower the school's safeguarding practice, working closely with the school staff team in amending and implementing provision changes to deliver interventions with our learners. Copper Fields School ensures safeguarding is everyone's responsibility and empowers our team to



PSHE Policy

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work in a multi-disciplinary approach to safeguarding and care for the whole learner including closely with parents, carers and other professionals.

Pastoral Support Plans (PSP) use on the ground information, integrated into safeguarding procedures to ensure the right support is in place for our learners; the right support; right time; right place. Safe and familiar staff team members will work to embed PSHE, RSE and Safeguarding interventions into their daily practice, where many of our learners require ongoing and carefully managed interventions of a period of time. Pastoral Support Plans are inputted by all staff and monitored by DSL/DDSLs, Senior Team and the class teacher responsible.

10. Promoting British Values

Through its curriculum, extra-curricular activities, teaching and learning at Copper Fields School will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The teaching of these values will promote cohesiveness within our school and community. We will prepare Learners for life in England where the population has an increasingly rich diversity of backgrounds, origins, beliefs and cultures by promoting the values on which our society has been built. By teaching Learners these values we will help all to become good citizens of the United Kingdom of Great Britain and Northern Ireland.

11. Promoting Cultural Capital in PSHE

Cultural Capital is a term used to describe the tools that learners will need to learn in order to be successful in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole. Learners will be taught Cultural Capital through the PSHE curriculum, through school learning activities embedded through the curriculum which also includes out of school experiences and through Work Related Learning, Enterprise and Careers.

12. Work Related Learning, Enterprise, and Careers

Work experience is offered both internally and externally (as appropriate). Access to work experience is dependent on the needs and abilities of the individual. Learners may participate in Business Enterprise activities throughout their time, where they will gain experience of a range of aspects related to running a business and employment. Learners from at least Year 8 will have access to Careers support and advice by external providers and through the school's careers provision inline with The Gatsby Benchmarks.

13. Equal Opportunities

All Learners should have access to a relevant curriculum, which meets their individual needs whilst also providing breadth of experience and a balance of subjects to achieve individual aims. Materials should reflect the multi-cultural society in which we live. Materials should also be checked for race or gender stereotypes.

14. Staff Development

PSHE Policy

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To ensure the effective delivery of the PSHE curriculum and continuous improvement, staff will engage in regular, high-quality in-service training. This training will keep teachers well-informed of the latest developments in the PSHE curriculum, including updates to statutory requirements, best practices, and new teaching methodologies. Staff development will be focused on enhancing subject knowledge, improving teaching strategies, and addressing the diverse needs of students in the classroom.

In addition to formal training sessions, staff will have access to a range of professional development opportunities, including workshops, webinars, and collaborative planning meetings. These opportunities will support teachers in developing a deeper understanding of key PSHE topics such as mental health, relationships, and safeguarding. Peer observations and feedback will also be encouraged to foster a culture of continuous learning and support within the team. The evaluation of teaching practices will help ensure that the curriculum remains relevant, engaging, and responsive to the needs of students.

15. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director for Options Autism. Outcomes First Group will then actively respond to the enquiry.