



**THE
WHITE
HOUSE
SCHOOL**

PSHE Policy

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1. Context

The White House School is an Independent Specialist school. We are part of an ethical and progressive organisation that believes it can achieve real change for pupils and their families.

The White House School is situated within BCP local authority and offers a specialist learning provision which emphasises the development of core academic understanding, encourages creativity, celebrates outdoor learning and promotes the growth of essential life skills. We aim to establish a safe, creative and vibrant environment where children feel challenged and supported in their learning, achieving high levels of wellbeing and academic success. We aim to nurture and develop mutual respect, tolerance, teamwork, perseverance, kindness and good manners.

We adhere to the values of ARC:

- Ambition
- Resilience
- Community

The White House School operates within the SPELL framework. SPELL is The National Autistic Society's framework for understanding and responding to the needs of children and adults on the autism spectrum. It focuses on five principles that have been identified as vital elements of best practice in autism and emphasises ways to change the environment and our approaches to meet the specific needs of each person.

SPELL stands for Structure, Positive approaches and expectations, Empathy, Low arousal and Links:

Structure	Structure makes the world a more predictable, accessible and safer place. We can support people on the autism spectrum in creating structured environments using visual information.
Positive (approaches and expectations)	We must seek to establish and reinforce self-confidence and self-esteem by building on natural strengths, interest and abilities.

Empathy	We must try to see the world from the standpoint of the autistic child or adult, knowing what it is that motivates or interests them but importantly what may also frighten, preoccupy or otherwise distress them.
Low arousal	Approaches and the environment need to be calm and ordered in such a way so as to reduce anxiety and aid concentration.
Links	Autistic people, their parents or advocates should be seen as partners. Open links and communication will reduce the risk of misunderstanding, confusion or the adoption of fragmented, piecemeal approaches.

2. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

- Nurture each pupil so that they realise their full potential.
- Provide a bespoke approach to pupils' personal development by updating, enhancing and adjusting our PSHE curriculum to meet the needs of our cohort and target areas that individuals need particular support in.
- Fulfil our statutory requirement to delivering the subject through dedicated lessons as well as through our daily interactions with pupils.
- Promote our school's three core values of Ambition, Resilience and Community by supporting pupils to achieve their best, believe in their potential, nurture their personal development and promote a sense of care for our pupil's community; both within school and a wider sense.

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

During key stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Our specialist, holistic and mindful provision at The White House School is grounded within the principles of a successful PSHE curriculum. Our school ethos of 'Healthy Minds, Happy Hearts' is a direct reflection of the value we place on supporting pupils with their personal development, so that academic success can follow.

3. Legislation and Guidance

PSHE is a non-statutory subject. However, there are aspects of it that we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)

- We must teach health education under the same statutory guidance

Despite the non-statutory status of this subject, we place great emphasis on the principles of PSHE, both within dedicated lessons and through our daily interactions and everyday life at The White House School.

4. Curriculum Content – Our Intent

As stated above, we are required to cover the content for relationships education and health education, as set out in the statutory guidance (linked to above).

Refer to our separate relationships education policy for further details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on our website.

Curiosity Pathway

The programme of study focuses on the three core themes of ‘Health and Wellbeing’, ‘Relationships’ and ‘Living Within the Wider World’.

Health and Wellbeing

The focus of this strand of our PSHE curriculum is on physical and mental health and wellbeing. Our curriculum will cover the following topics:

- Healthy lifestyles (physical wellbeing)
- Mental health
- Ourselves, growing and changing
- Keeping safe
- Drugs, alcohol and tobacco

Relationships Education

The focus of our Relationships Education curriculum is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our curriculum will cover the following topics:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others

Living Within the Wider World

Within these lessons our pupils will develop their sense of self and their position within our local and wider community. Our curriculum will cover the following topics:

- Shared responsibilities
- Communities
- Media Literacy and Digital Resilience
- Economic wellbeing: Money
- Economic wellbeing: Aspirations, work and career

Discovery Pathway

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to the progression of their cognitive development.

For this reason, PSHE and Relationships Education is a critical element of our Discovery Curriculum. Underpinning each of our children's personal development are the important attachments that shape their social world. We try to provide all children and their families with strong, warm and supportive relationships with adults, and we feel this helps children to understand their own feelings and the feelings of others around them. We recognise that some of the children who join us struggle with some elements of their PSED skills, so it is very important to us that we support children to manage their emotions, develop a positive sense of self, set themselves goals, have confidence in their own abilities, to persist and wait for what they want and that we direct attention as necessary.

Through adult modelling and guidance, we want children to learn how to look after their own bodies including oral health and healthy eating, and to manage their own personal needs with confidence and independence. Through supported interaction with other children, we believe all children can learn to build good friendships, to cooperate with others and to solve conflicts with others peacefully. We are passionate about children gaining these skills because we feel these attributes will provide them with a secure platform from which children can achieve at school and later in life.

Self-regulation is a skill we have identified that many of our children need support with. This is linked to their individual special educational need(s). We aim to help children to show an understanding of their own feelings and to begin to regulate their behaviour accordingly. We try to help children to set and work towards simple goals, to be able to wait for what they want and control their immediate impulses where appropriate. We want all children to be able to give focused attention to what the teacher/adult says and to respond appropriately even when engaged in an activity, showing an ability to follow instructions involving several ideas and actions.

The behaviours for learning we promote in class include:

- Controlling own feelings and behaviour
- Applying personalised strategies to return to a state of calm
- Being able to curb impulsive behaviours
- Being able to concentrate on a task
- Being able to ignore distractions effectively
- Behaving in ways that are pro-social
- Thinking before acting
- Persisting in the face of difficulty

Through dedicated PSHE and Emotional Literacy lessons, as well as Zones of Regulation interventions, the development of self-regulation forms a significant part of our SMSC curriculum.

Our PSHE programme fully reflects our school's ethos and aims and encourages respect for other people, in line with the Equality Act of 2010.

As a specialist SEND setting, we follow the PSHE Association's 'Planning Framework for Pupils with SEND' which covers the following topics: Self Awareness, Self-care, Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles and The World I Live In.

How the 6 strands of the SEND Framework relate to the PSHE Association Programme of Study:

PSHE Association Programme of Study Key stages 1 and 2		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2	
CORE THEME 1: Health and Wellbeing	Healthy Lifestyles (physical wellbeing)	STRANDS	Healthy Lifestyles
	Mental health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing; Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol and tobacco		Healthy Lifestyles
CORE THEME 2: Relationships	Families and close positive relationships	STRANDS	Self-Awareness; Changing and Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful behaviour and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Shared responsibilities	STRANDS	The World I Live In
	Communities		The World I Live In
	Media literacy and digital resilience		The World I Live In; Self-care, Support and Safety
	Economic wellbeing: Money		The World I Live In
	Economic wellbeing: Aspirations, work and career		The World I Live In; Self-Awareness

We use JIGSAW as a resource for our medium and short-term plans for PSHE. Their units correlate against the 6 strands above. We use Jigsaw for their mindful approaches, where time is built into each lesson for self-reflection.

HOW THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND IS ORGANISED

The Planning Framework is organised into six sections:

- 1. Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
- 2. Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
- 3. Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
- 4. Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
- 5. Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
- 6. The World I Live In** (Living confidently in the wider world)

Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Section	Key stage 1 and 2 Topic areas	Key stage 3 and 4 Topic areas
Self-Awareness	<ol style="list-style-type: none"> 1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others 	<ol style="list-style-type: none"> 1. Personal strengths 2. Skills for learning 3. Prejudice and discrimination 4. Managing pressure
Self-Care, Support and Safety	<ol style="list-style-type: none"> 1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private 	<ol style="list-style-type: none"> 1. Feeling unwell 2. Feeling frightened/worried 3. Accidents and risk 4. Keeping safe online 5. Emergency situations 6. Public and private 7. Gambling

Managing Feelings	<ol style="list-style-type: none"> 1. Identifying and expressing feelings 2. Managing strong feelings 	<ol style="list-style-type: none"> 1. Self-esteem and unkind comments 2. Strong feelings 3. Romantic feelings and sexual attraction 4. Expectations of relationships/abuse
Changing and Growing	<ol style="list-style-type: none"> 1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships 	<ol style="list-style-type: none"> 1. Puberty 2. Friendship 3. Healthy and unhealthy relationship behaviour 4. Intimate relationships, consent and contraception 5. Long-term relationships/parenthood
Healthy Lifestyles	<ol style="list-style-type: none"> 1. Healthy Eating 2. Taking care of physical health 3. Keeping well 	<ol style="list-style-type: none"> 1. Elements of a healthy lifestyles 2. Mental wellbeing 3. Physical activity 4. Healthy eating 5. Body image 6. Medicinal drugs 7. Drugs, alcohol & tobacco
The World I Live In	<ol style="list-style-type: none"> 1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community 	<ol style="list-style-type: none"> 1. Diversity/rights and responsibilities 2. Managing online information 3. Taking care of the environment 4. Preparing for adulthood 5. Managing Finances

The curriculum map found in Appendix 1 outlines what we teach in each year.

5. How we teach it - Implementation:

- Dedicated PSHE and Relationships Education lessons take place weekly.
- The PSHE curriculum, as part of our wider SMSC curriculum, is woven throughout all subjects. On each subject's learning journey document, SMSC links are identified to outline the opportunities for spiritual, moral, social and cultural development therein.
- The principles of PSHE are also explored through our wider school interactions, such as the Celebration Assembly held every Friday, whole-school events such as Anti-Bullying week and as part of our daily tutor time.
- By following the Jigsaw curriculum, linked to the PSHE Association's planning framework for pupils with SEND, we ensure that pupils of all abilities can access their learning. Further differentiation by resource, outcome and support is implemented in every lesson to ensure access for all.
- Teachers are made aware, through a statement in our Staff Handbook, that they are not to allow their personal beliefs or attitudes influence their teaching. Controversial topics and/or difficult questions are handled sensitively and impartially.
- PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge and understanding to any issue explored through PSHE education. Often this prior learning is more complex than we might assume. Where possible, any new topic in PSHE education should start by determining pupils' prior knowledge. This will also enable teachers to make more effective judgements about pupils' development and progression in learning.
- It is important that pupils are helped to make connections between the learning they receive in PSHE education and their current and future 'real life' experiences. The skill of critical reflection is therefore at the heart of assessment for learning in PSHE education.

- Teachers are made aware that if they feel uncomfortable teaching any aspect of the PSHE or Relationships Education curriculum, that they can discuss this with the Headteacher.

6. Assessment and Reporting - Impact:

The assessment of PSHE will follow the Jigsaw 'Encountering' to 'Enhancement' judgements and then mapped across to our own levelling system with pupils recorded as either 'Working Towards', 'Working Within', 'Honing' or 'Secure' in their level of understanding. Levels are recorded at the end of each half term on each pupil's individual Pupil Progress Sheet and class Pupil Progress Tracker to monitor attainment and progress.

PSHE education alone is not responsible for pupils' future lifestyle choices: as with any other subject, assessment in PSHE education should focus on learning set against the lesson objectives and outcomes. These assessment objectives can be found in the schemes of work and lesson plans. It is important to recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed.

Each learning objective is measured through work completed in the exercise book as well as teacher questioning, feedback and peer assessment. At the end of the lesson or series of lessons, pupils should have opportunities to demonstrate the progress they have made from their starting point assessed in a baseline activity. Possibly the simplest and most effective way of demonstrating progress is to either repeat, or better still, revisit the original baseline activity. Some baseline assessment activities (such as mind-maps, draw and write, explain to an alien), lend themselves very well to a simple revisit where each pupil uses a different colour pen to add to their baseline activity and make any changes they now want to make. This allows the pupil and teacher to clearly see how far they have come in their learning. In other cases, pupils might repeat the activity or carry out a completely different activity.

Using various assessment for learning strategies, the teacher will identify whether a pupil is working towards, within, honing or securing expected learning and understanding in a particular topic. This is then marked on the class pupil progress tracker. Pupils who are 'working towards' understanding in a particular area might be offered a separate intervention to support their learning. This might include a follow up lesson, one to one support from their class learning support assistant or another named member of staff, or resources to be sent home for extra learning.

Progress will be reported to parents at the end of each term via reports, during parent’s evenings and through the pupil planner.

Grids for each section identify learning outcomes for each topic area in progressive stages, starting with the first stage, ‘Encountering’, through to the final stage, ‘Enhancement’. Each column builds on the one before, assumes that the pupil has met the previous column’s outcomes, and in some cases introduces new or additional learning in successive columns.

Encountering effective engagement in the learning process	Foundation underpinning learning	Core fundamental learning elements	Development increasing understanding of learning	Enrichment deepening of application of learning	Enhancement applying learning in different contexts
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Opportunities are presented for pupils (where appropriate/possible) to:

- Experience taking and sharing responsibility.
- Feel positive about themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carry out or take part in daily personal living routines.
- Make real decisions (with support where necessary so that they can act upon them).
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

How Jigsaw 3-11 and 11-16 align with and supports the new SEND framework published by the PSHE Association, November 2021

The following grids are written by the PSHE Association. Between each row are suggestions of which Jigsaw PSHE lesson plans cover the SEND framework.

Note: some areas are covered in more detail than others.



Confidentiality and handling disclosures:

Due to the nature of PSHE education, pupils’ learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone’s safety that teachers and pupils are clear about what can and cannot be kept confidential. More information can be found in the Child Protection and Safeguarding Policy.

Responding to pupils’ questions:

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration should be given to how to respond to questions. If necessary, teachers should feel able to ask a pupil to wait for an answer to give them time to consult with the school’s leadership team if they feel this appropriate, or if the question raises potential safeguarding concerns. (For instance: ‘That is a really interesting question and I need time to think because I want to give you a proper answer.’) Teachers should feel able to work with colleagues if necessary to construct an appropriate answer.

7. Roles and responsibilities

The School Board

The School Board will approve the PSHE policy and hold the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that PSHE and Relationships Education is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PSHE and Relationships Education in a sensitive way
- Modelling positive attitudes to PSHE and Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

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

8. Involving Parents, Carers and Guardians

Our PSHE and Relationships Education curriculum does not directly explore sex education themes. However, the topics of puberty and conception are discussed from Year 4 upwards, both in these and their science lessons.

At the start of the autumn term, parents are given a curriculum overview which explicitly outlines the learning content for the academic year ahead. Parents **do not** have the right to withdraw their children from relationships education. Parents **do** have the right to withdraw their children from the non-statutory/non-science components of sex education within relationships education, however our curriculum does not include topics of this nature.

9. Monitoring arrangements

The delivery of PSHE and Relationships Education is monitored by the Headteacher, SLT and HOD's through:

- Lesson observations
- Learning walks
- Planning scrutinies
- Marking audit and book scrutinies
- Analysis of attainment data recorded on Pupil Progress Trackers

This policy will be reviewed by Elle Vinall, Headteacher, annually. At every review, the policy will be sent to the School Board for approval.

10. Links with other policies

This Policy should be read in conjunction with the:

- Anti-Bullying Policy
- Anti-Radicalisation Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- E-Safety Policy

- Fundamental British Values and Protected Characteristics Policy
- Marking, Assessment and Expected Progress Policy
- Personal and Physical Development Subjects Policy
- Positive Behaviour Policy
- Pupil Personal Development Policy
- Relationships Education Policy
- SEND Policy
- SMSC Policy
- Teaching and Learning Policy

Appendix 1

PSHE and Relationships Education Curriculum Overview

The White House School						
PSHE and Relationships Education Curriculum Overview 2024-25						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Stars and Comets	Topic theme: Being Me In My World Self Identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Topic theme: Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Topic theme: Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Topic theme: Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Topic theme: Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Topic theme: Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Explorers	Jigsaw Unit: Being Me in My World. Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Jigsaw Unit: Celebrating Difference. Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Jigsaw Unit: Dreams and Goals. Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Jigsaw Unit: Healthy Me. Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Jigsaw Unit: Relationships. Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Jigsaw Unit: Changing Me. Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Voyagers	Jigsaw Unit: Being Me in My World. Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Jigsaw Unit: Celebrating Difference. Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Jigsaw Unit: Dreams and Goals. Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Jigsaw Unit: Healthy Me. Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Jigsaw Unit: Relationships. Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jigsaw Unit: Changing Me. How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Astronauts	Jigsaw Unit: Being Me in My World. Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Jigsaw Unit: Celebrating Difference. Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Jigsaw Unit: Dreams and Goals. Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Jigsaw Unit: Healthy Me. Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jigsaw Unit: Relationships. Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Jigsaw Unit: Changing Me. Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change