

PSHE policy

Hallmoor School



Approved by:	Date:
Last reviewed on:	January 2026
Next review due by:	January 2027

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 Sex Education (RSE), 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 pathway PSHE and RSE 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 & formal pathway PSHE & RSE 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 RSE & PSHE curriculum in line with the guidance from the National Curriculum

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basis. 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 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 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)

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
- 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

- 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

The Headteacher and PSHE Lead (Assistant Headteacher) are responsible for monitoring the implementation of the PSHE/RSE curriculum and the quality of teaching through learning walks and monitoring books/Evidence for Learning By doing this, we can evaluate strengths and highlight areas for further development.