



# **The Complete Works Policies**

## **Personal, Social and Health Education (PSHE) Policy**

**Prepared by: Elise Hayden - PSHE Lead - May 2026**

**Reviewed by: Matthew Cheesbrough - Head of Curriculum - May 2026**

**Ratified by: Amy Jones - Director of Operations - May 2026**

**Date of next review - May 2027**

## Contents

1. Rationale	3
2. Definitions	4
3. Aims and Objectives	5
4. Policy Links	5
6. Modes of Delivery	6
7. PSHE Scheme of Work	8
8. Assessment	9
9. Role of PSHE Curriculum Leader within TCW	10
10. Use of Community Based Agencies	10
11. Ground Rules and Distancing Techniques	11
12. Dealing with Questions/Discussion Points	11
13. Careers Education	12
14. Safeguarding Post 18 students	14
15. Equality and Inclusion	14
16. Monitoring and Evaluation	14

## **1. Rationale**

Personal, Social and Health Education is integral to the wellbeing, safeguarding and personal development of students at The Complete Works (TCW). At its core is not only the quality of the PSHE curriculum across the age ranges taught but all aspects of life in school. The aim of this policy is to permeate throughout the life of every learner taught in school.

The PSHE curriculum reflects statutory expectations set by the Department for Education, including Relationships Education, Relationships and Sex Education (RSHE), and Health Education requirements. PSHE at TCW is designed to equip students with the knowledge, skills and attributes they need to manage their lives now and in the future safely, responsibly and successfully. It contributes directly to safeguarding priorities outlined in Keeping Children Safe in Education, including awareness of online harms, exploitation, mental health, and healthy relationships.

The curriculum reflects TCW's ethos and values and supports students to:

- Stay safe, including in digital environments
- Develop resilience and emotional literacy
- Build and maintain healthy relationships
- Understand their rights and responsibilities as citizens

PSHE is embedded across the whole school experience and supports the development of students in line with inspection expectations set by Ofsted, particularly within the area of Personal Development. PSHE at TCW is delivered through work in lessons and through a wide range of activities across and beyond the curriculum. Students gain practical knowledge and skills to help them live healthily and deal with the spiritual, moral, social and cultural issues they face as they approach adulthood.

PSHE gives students opportunities to reflect on their experiences and how they are developing. It helps them to understand and manage responsibly a wider range of relationships as they mature, and to show respect for the diversity of, and differences between, people. It also develops students' well being and self-esteem, encouraging belief in their ability to succeed and enabling them to take responsibility for their learning and future choice of courses and career.

PSHE at TCW extends to post-18 students, ensuring they are prepared for independent living, further education, and employment, with a strong focus on real-world application, financial capability, and personal safety.

## **2. Definitions**

For the purposes of this policy, the following terms are defined as follows:

- Post-18 students: students aged 18 and over who remain enrolled at TCW and continue to receive PSHE provision tailored to their stage of development and adult life.
- Designated Safeguarding Lead (DSL): the member of staff with lead responsibility for safeguarding and child protection, as defined in Keeping Children Safe in Education.
- PSHE Lead: the curriculum leader responsible for planning, delivering and monitoring the PSHE programme across all key stages.
- The term *parents* includes all individuals with parental responsibility for a student, as well as those who provide day to day care, including carers, guardians and foster carers. TCW will engage with these individuals in line with its safeguarding responsibilities and statutory guidance. For additional information relating to parental rights in relation to this policy, see Section 5: Parental Engagement and Transparency.

### **3. Aims and Objectives**

Through a variety of learning experiences both direct and indirect, TCW helps each and every student to:

- Think and act for themselves
- Acquire and develop personal qualities and values
- Take their place in wide range of roles in preparation for adult life
- Develop confidence and independence within the school community
- Value and respect themselves and think well of themselves
- Develop social skills and model positive behaviour
- Be able to share and cooperate
- Become empowered to participate in school life as active citizens
- Recognise and celebrate diversity within the school and wider community

TCW further supports Post 18 students by:

- Developing resilience and adaptability to handle the complexities of adult life
- Enhancing understanding of personal finance, employment rights, and workplace expectations
- Supporting preparation for higher education and lifelong learning
- Promoting any opportunities in the community for engagement or learning experiences

### **4. Policy Links**

This policy supports/complements the following policies:

- Relationships and Sex Education (RSE) Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy

- Behaviour Policy
- Equality Policy

This policy is also informed by:

- Statutory RSHE and Health Education guidance from the Department for Education
- Keeping Children Safe in Education
- The Equality Act 2010, including protected characteristics
- The Gatsby Benchmarks for careers education
- Guidance from the PSHE Association

## **5. Parental Engagement and Transparency**

TCW is committed to the transparency in the delivery of PSHE and RSE in our communications with parents.

In line with expectations from the Department of Education:

- Parents have the right to request access to PSHE/Curriculum materials
- TCW will communicate clearly about the content and aims of the PSHE curriculum, engaging parents and carers in supporting their child's PSHE learning at home where appropriate
- In line with our RSE policy, parents have the right to withdraw their child from the sex education elements of RSE up to and until three terms before the child turns 16. Requests should be made in writing to the Headteacher. This right does not apply to the Relationships Education or Health Education components of the curriculum, which are statutory.
- Any concerns raised by parents will be addressed in a timely and appropriate manner

TCW recognises the important role of parents in supporting students' personal development and works in partnership wherever possible. If parents or carers have any concerns about the PSHE curriculum or its delivery, they are encouraged to contact the PSHE Lead or Curriculum Coordinator.

## **6. Modes of Delivery**

PSHE is not always confined to specific timetabled time. However, at TCW the following delivery methods are used:

- Direct teaching via timetabled lessons PSHE
- Teaching PSHE through and in other subjects/curriculum areas. E.g. Cooking, Science, PE, Student council and World View
- Through PSHE activities and school events
- Through pastoral care and guidance
- Thought for the day
- PSHE Approach to Teaching and Learning

- Through the allocation of a Student Welfare Officer who will identify and deliver key PSHE topics within individualised personal development sessions.

To help direct students within the PSHE curriculum:

- The purpose of each lesson is made clear and placed in context
- Appropriate learning experiences are planned to meet the needs of all students
- Learning is designed to allow students to draw on their own experiences, providing a place to demonstrate knowledge and skills with the application of ground rules
- Time is given to classes to reflect and apply their learning where appropriate
- Attention is given to developing a safe, secure and welcoming classroom environment
- Signposting to appropriate sources of additional support

Some of the following are used as examples of teaching methods/approaches to deliver the PSHE curriculum:

- Establishment of ground rules
- Role Play
- Information gathering and sharing
- Teacher led discussion/ Paired Work
- Problem solving
- The use of Empathy and Sympathy-evaluation
- Working with feelings and imagination
- Reflection, review and evaluation
- Circle Time / Philosophy for Children (P4C)
- School Council
- Project-based exploration

All of our post 18 students are taught PSHE separately in a 1:1 setting. Lessons incorporate real-world scenarios, where possible, guest speakers from industry and higher education and independent project-based learning tailored to their specific career and life aspirations.

Many of these approaches are intrinsically linked to TCW's core aims, values and vision, with managing feelings, empathy and social skills being central to the PSHE approach, alongside Personal Development and Wellbeing.

Digital safety education within PSHE reflects current and emerging risks. This includes teaching students about:

- Online exploitation, grooming and coercion
- Misinformation and disinformation

- The impact of algorithms and online influence
- Risks associated with artificial intelligence, including deepfakes and manipulated media
- Safe and responsible use of digital platforms

All PSHE delivery is planned to be age-appropriate, inclusive and sensitive to the needs of all students. Where external agencies are used, their content is reviewed to ensure alignment with statutory guidance and TCW's safeguarding responsibilities.

## **7. PSHE Scheme of Work**

Knowledge and skills are embedded in the long term curriculum planning for PSHE. The KS3 and KS4 delivery of PSHE follows Bruner's spiral curriculum, to reinforce subjects and build upon context and complexity through repeated delivery. Planning has been formatted around the PSHE Association framework, allowing teaching staff to cover the key themes of Health and Wellbeing, Navigating Relationships and Living in the Wider World.

The PSHE curriculum is sequenced to ensure progression in knowledge and skills across all key stages, in line with expectations from Ofsted. Content is carefully mapped to avoid duplication and to build increasing complexity over time.

### **Programme of Study**

Health and Wellbeing; personal identity, safety, online safety, drug education, health and lifestyle, mental health and emotional wellbeing

Living in the Wider World; understanding political systems, personal finance and economic well-being, making informed career choices and digital literacy

Navigating Relationships; LGBTQ+ experiences, consent, diversity and prejudice, building healthy safe relationships and sex education

### **Programme of Study for Key Stage 3/4**

- Personal Action Planning
- Drugs Education
- Sex and relationship Education
- LGBTQ +
- Personal Finance
- Emotional Literacy and Well being
- Bullying/Cyber bullying
- E-Safety
- Healthy Lifestyles
- Making informed career choices
- Applying for Jobs/Courses
- Relationships in the workplace
- Personal safety

- Being a critical consumer
- Diversity, prejudice and discrimination

### **Programme of Study for Primary Years**

- Families and caring relationships
- Family diversity
- Caring friendships
- Managing conflict
- Respectful relationships
- Online relationships
- Boundaries
- Being safe
- Mental, emotional and physical health
- Emotional literacy
- Asking for help
- E-safety
- Risks of drugs, alcohol and tobacco
- Puberty

### **Programme of study for Post-18 students:**

- Workplace Skills and Expectations: Communication, teamwork, and conflict resolution in professional settings.
- Financial Literacy: Managing loans, budgeting, understanding taxes, and saving for the future.
- Adult Relationships: Navigating complex relationships, setting boundaries, and consent in adult interactions.
- Advanced Digital Literacy: Online reputation management, data privacy, and professional use of social media.
- Civic Engagement: Understanding voting, community involvement, and civic responsibilities.
- Health and Well-being: Stress management, accessing adult healthcare services, and maintaining a work-life balance.

## **8. Assessment**

Assessment in PSHE focuses on both knowledge acquisition and the development of skills, attitudes, and behaviours. It is used to monitor student progress and inform future planning, rather than to make judgements about personal values or beliefs.

There are two broad areas for assessment:

- Students' knowledge and understanding, for example, information on health, understanding of procedures including health and safety

- How well students can use their knowledge and understanding in developing skills and attitudes, for example, through participating in discussions, group tasks and activities, resolving conflict, making decisions and promoting positive relationships

A range of formative assessment strategies are used, including discussion, reflection, scenario-based tasks and project work. Assessment does not imply that students are failing as people or citizens. It is not a judgement on the worth, personality or value of an individual child or their family. This is particularly important when working with students from diverse backgrounds or those with emotional and behavioural difficulties.

Assessment also supports evaluation of the impact of the PSHE curriculum, ensuring that students are increasingly able to:

- Manage risk effectively
- Make informed decisions
- Demonstrate readiness for the next stage of education, training or employment

For post-18 students, assessment emphasises practical application, including employability skills, financial planning, and independent living competencies. Feedback will emphasise growth and real-world application, such as drafting CVs, budgeting and planning career trajectories where appropriate.

### **9. Role of PSHE Curriculum Leader within TCW**

The Head of Curriculum is responsible for the PSHE Curriculum, including creating it and ensuring it is effectively delivered to all students. The PSHE Lead monitors that the programme is delivered effectively through work scrutiny, training sessions and direct liaison with teachers. Learning walks undertaken by the teaching and learning team support this.

Any training in relation to national updates to the PSHE curriculum will be attended by the PSHE Lead.

### **10. Use of Community Based Agencies**

Visitors complement the planned PSHE provision. All external agencies are carefully selected and monitored to ensure that their contributions are appropriate, accurate and aligned with statutory guidance.

All visiting speakers and organisations must:

- Align their content with statutory guidance from the Department for Education
- Support TCW's safeguarding responsibilities in line with Keeping Children Safe in Education
- Deliver content that is age appropriate, evidence based and free from bias or agenda
- Be willing to share their experiences, beliefs and insights, whilst avoiding imposing their views upon students
- Be familiar with the school's aims, ethos and policies and plan their involvement accordingly

- Use engaging teaching and learning methods which involve students actively and communicate at appropriate levels for the age group
- Make clear to students who they are, who they represent and what they are offering

Prior to engagement, the PSHE Lead will, with assistance from the DSL:

- Review all materials and resources used by the provider
- Ensure appropriate safeguarding and background checks are completed
- Confirm that content is consistent with the TCW's curriculum and values
- Carry out risk assessments where necessary
- Liaise with the DSL to ensure compliance with the Visitors Policy

All sessions delivered by external providers are evaluated to ensure quality and impact. Regular and successful visitors include:

- Tender Sexual Health
- Sexpression
- WUSH (Wise Up to Sexual Health)
- Police
- StreetDoctors
- Young Hackney

### **11. Ground Rules and Distancing Techniques**

The establishment of ground rules in the delivery of PSHE learning is absolutely central to its success. At TCW all PSHE lessons should begin by establishing ground rules. This means students can self regulate, participate and agree on what is acceptable and appropriate to discuss.

Furthermore, this process of ground rule establishment also enables all students present to contribute and participate in their learning, developing skills of responsibility, leadership and an opportunity to challenge constructively those students who do not conform to the ground rules as well as allow an opportunity for restorative practices.

These in essence are the very skills PSHE is designed to develop with our students and help them progress successfully into adulthood. They also highlight TCW values and visions as part of this area of the students' learning.

- Students will be given preparation so that they will know how to minimise any embarrassment they feel
- Teachers will use fictional case studies in lessons, as opposed to real life examples
- No one (teacher or student) should be expected to answer a personal question
- No one will be forced to take part in a discussion
- Meanings of words will be explained in a sensible and factual way
- Post 18 students will be taught separately and never included in discussion with younger students

### **12. Dealing with Questions/Discussion Points**

- Teachers should establish clear parameters about what is appropriate and inappropriate
- The teacher should set the tone by speaking in a matter-of-fact way and ensuring that students discuss issues in a way which does not encourage silliness

- Students should be encouraged to ask questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate
- If a verbal question is too personal the teacher should remind the pupil of the ground rules
- If a question is too explicit, feels too advanced for a student, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis
- Teachers should not be drawn into providing more information than is appropriate to the age of the student
- If a teacher is concerned that a student is at risk of abuse the Designated Safeguarding Officer Lead (DSL) should be informed and the required child protection procedures followed

### **13. Careers Education**

Our students receive careers education through PSHE, vocational BTEC qualifications, personal development sessions with their designated Student Welfare Officer, and regular visits from their designated Careers Adviser. The Local Authority is able to provide up-to-date information as to who provides careers support to our students. They help identify students' aspirations and support them in applying to the college courses they desire. Each step is fed back to the Curriculum Coordinator and added to their records.

Suitable work placements are discussed with students and appropriate placements are researched. TCW makes every effort to achieve placements for our students, though we recognise these can be difficult to secure.

Careers provision at TCW is designed to reflect the Gatsby Benchmarks, in particular Benchmarks 1 (a stable careers programme), 2 (learning from career and labour market information), 3 (addressing the needs of each pupil), and 5 (encounters with employers and employees).

#### **Unit: Applying for Jobs and Courses**

1. Know how to apply in writing for a job or course
  - Complete a standard job or course application form
  - Produce a letter of application in an appropriate format containing all relevant information
  - Produce a CV including all relevant personal information plus details of education and experience
2. Recognise good practice in making written applications
  - List four dos and/or don'ts when completing application forms
  - Identify good and bad features of two given letters of application
3. Know how to prepare for an interview
  - List three questions an interviewer might ask and provide an appropriate answer to each
  - Prepare an appropriate question to ask the interviewer
  - Identify the personal presentation skills required by an interviewee
4. Know how to take part appropriately in an interview

- Respond appropriately to questions asked in an interview
- Ask an appropriate question of the interviewer
- Use appropriate body language

5. Recognise the criteria that may be used in the selection process for a given job

- Identify three important criteria which might be applied in shortlisting or making appointments

Post-18 students will engage in career workshops, including mock interviews, networking skills and understanding employment contracts. They will also receive guidance on applying to higher education institutions, navigating student finance and managing independent living.

TCW monitors and records student destinations to evaluate the effectiveness of our careers provision and to support continuous improvement. The Education Team in each school has the responsibility of the alumni of their school and maintains communication with students to confirm placements and offer further support where needed

#### **14. Safeguarding Post 18 students**

TCW recognises that post-18 students may remain vulnerable to safeguarding risks, including mental health challenges, financial exploitation, online harm, and workplace related risks.

PSHE provision for post-18 students includes:

- Awareness of exploitation, including financial scams and coercion
- Understanding workplace rights and responsibilities
- Strategies for maintaining mental and physical wellbeing
- Accessing appropriate support services

Post-18 students are always taught PSHE separately and are not included in group discussions with younger students. All safeguarding concerns are managed in line with the school's Safeguarding and Child Protection Policy and statutory guidance outlined in Keeping Children Safe in Education.

#### **15. Equality and Inclusion**

The PSHE curriculum at TCW is inclusive and reflects the diversity of the school community. It is delivered in accordance with the Equality Act 2010, ensuring that all students are supported regardless of protected characteristics.

Teaching promotes respect, tolerance, and understanding, and challenges discrimination, prejudice, and stereotypes. All content is age-appropriate and delivered sensitively. TCW ensures that students of all backgrounds are planned for and that the PSHE curriculum is accessible to all learners, including those with SEND and those from diverse cultural backgrounds.

#### **16. Monitoring and Evaluation**

This policy is reviewed on an annual basis to ensure the aims of the policy are carried out by TCWs equality obligations.

The effectiveness of PSHE provision is monitored through:

- Learning walks conducted by the teaching and learning team
- Pupil voice and student feedback
- Direct liaison between the PSHE Lead and teaching staff
- Review of assessment outcomes and progress data

Findings from monitoring inform future planning and curriculum development. Any concerns are escalated to the Head of Curriculum.

*If you have any suggestions or comments regarding this policy, please email [suggestions@tcw.org.uk](mailto:suggestions@tcw.org.uk).*

#### Review log

<b>Policy</b>	PSHE Policy
<b>Date of Approval</b>	September 2020
<b>Approved by</b>	Adam Dalton
<b>Review 1:</b>	September 2022
<b>Approved by:</b>	Amy Jones
<b>Review 2:</b>	January 2025
<b>Approved by:</b>	Adam Dalton
<b>Review 3:</b>	May 2026
<b>Approved by:</b>	Amy Jones

<p><b>Summary of Additions/Changes:</b></p>	<p>Scope is formally extended to students aged 18 and over (Sections 1, 2, 3)</p> <p>Post 18 programme of study &amp; Delivery (Sections 6 &amp; 7)</p> <p>Safeguarding Post 18 students (Section 14)</p> <p>Digital Literacy (Section 7)</p> <p>Enhanced Digital Safety Education (Section 6)</p> <p>Updates to Assessment and Careers Provision (Section 8 &amp; 13)</p> <p>External Agency Guidelines (Section 10)</p>
---	---