



LAURUS
GRACE

PSHE Policy

Date Reviewed: September 2025

Next Review: June 2028

Aims of PSHE

Learning and undertaking activities in PSHE education contributes to achievement of the curriculum aims, for all young people to become:

- Successful learners who enjoy learning, make progress, and achieve.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.

PSHE – Personal, social, health and economic education is described in two interrelated programmes of study for both Key Stages 3 and 4: one for personal wellbeing and one for economic wellbeing and financial capability.

At Laurus Grace we are dedicated to ensuring our students can access social and emotional education in a format that suits them, whilst focusing on relevant topics to ensure long term health, enhanced social communication skills, and improved emotional regulation. Personal wellbeing draws these elements together, while economic wellbeing and financial capability is encompassed by enhancing understanding of careers, work-related learning, the law, and enhanced philosophical thinking.

Students at Laurus Grace will receive PSHE education through Beliefs and Values lessons. Beliefs and Values makes a major contribution to the statutory responsibilities on schools to:

- Promote children and young people's wellbeing
- Prepare for life in modern Britain
- Achieve the whole curriculum aims
- Promote community cohesion
- Provide careers education
- Provide Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education (HE)
- Provide curriculum content with SMSC and fundamental British Values embedded.

The Beliefs and Values curriculum at Laurus Grace is developed to ensure greater emphasis is placed on areas that improve social, emotional and mental health. Strategies and intervention to support this being the throughline within the lessons. To ensure we supply this rounded curriculum, it will be split into four key sections:

- Promoting positive health and habits for life
- Understanding and enhancing social communication
- Identity and philosophical thinking
- Boundaries and the law

Rationale for Beliefs and Values Education

Beliefs and Values education aims to promote the spiritual, moral, social, cultural, mental, and physical development of students to prepare students for the opportunities, responsibilities and experiences of adult life in modern Britain.

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible, and fulfilled lives. Through active learning opportunities students recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities. As students learn to recognise, develop, and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms.

Personal wellbeing helps students explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people. Personal wellbeing makes a major contribution to the promotion of personal development, both physically and mentally. Some young people find it hard to make this transition to adulthood and may experiment with alcohol, drugs or other substances that affect mental health.

Beliefs and Values aims to promote the ever-increasing importance of good mental health amongst young people whilst at the same time reducing the stigma attached to mental health issues. PSHE will highlight the importance of good physical health in leading to good mental health and vice versa. It will also promote students' self-control and ability to self-regulate, and strategies to do so. Teaching will be age-appropriate and will address this and the steps students can take to protect and support their own health and wellbeing.

Education for economic wellbeing and financial capability aims to equip students with the knowledge, skills, and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, students begin to understand the nature of the world of work, the diversity and function of business, and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Beliefs and Values aims to keep students safe. In addition to keeping students safe in the various communities they operate within (including basic First Aid), this will include teaching students about the rules and principles for keeping safe online.

Beliefs and Values improves motivation and progression by helping students see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps students to aim high. Students build a positive and realistic view of

their needs and capabilities so that they can make effective learning plans, decisions, and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Students learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

In Laurus Trust schools we uphold and teach students about British Values which are defined as:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are taught through PSHE lessons. We also teach British Values through planning and delivering a broad and balanced curriculum.

British Values Statement

Democracy – Democracy is an important value at our school. We believe that the voice of everyone should be heard. Students have the opportunity to have their voice heard.

The Rule of Law – We believe that everyone needs to understand that all the people living in Britain are subject to laws and that rules need to be followed both in and out of school. Students know and understand that there are consequences should these laws and rules be broken and that laws are there for our protection.

Individual Liberty – Students are encouraged to make correct choices at our school knowing that they are in a safe and supportive environment. We believe that students should be empowered through the development of their self-esteem, self-knowledge and self-confidence. Students are able to exercise their rights, personal freedoms and responsibilities and are advised how to exercise these safely, for example, through our online safety teaching/assemblies.

Mutual Respect – Mutual respect is at the heart of our values. Students learn that their behaviours have an effect on their own rights and those of others. All members of the school community are expected to treat each other with respect.

Tolerance of those of different Faiths and Beliefs – We aim to achieve this through enhancing students' understanding of their place in a culturally diverse school and

society. We give students opportunities to experience diversity within school and in our local community.

The PSHE Education Curriculum

PSHE education cannot always be confined to specific timetabled time.

In Laurus Trust Schools, PSHE education is delivered within a whole school approach, which includes:

- Beliefs and Values lessons
- Discrete curriculum time, e.g., tutor time, assembly.
- Teaching PSHE through and in other subjects/curriculum areas
- Through PSHE whole school and extended timetable activities, e.g., external trips, guest speakers.
- Intervention focusing on social, emotional and mental health
- Post incident learning
- Specific projects
- Through involvement in the life of the school and wider community
- Through pastoral care and guidance
- Through bespoke and personalised packages of support, where required

Social, Emotional and Mental Health (SEMH) Intervention

At Laurus Grace, the healthy social and emotional functioning of our students is imperative. Many of our students may need additional support to further develop their SEMH, which, alongside PSHE lessons, may take the form of interventions.

We acknowledge that behaviours and SEMH needs may be deeply ingrained and long-term in nature. As a result, there are no 'quick fixes' and instead we acknowledge that some students may need regular and repeated interventions. We maintain a sense of professional curiosity, asking continuously 'what else can we do here?'

Interventions will be informed by a thorough process of identification and information gathering, to better refine our understanding of individual students needs as well as reviewing and forward planning out of intervention periods to ensure continual progress is made for our students. The process abides by the following structure:

1. Entry Point – Investigating student needs.
2. Planning and Communication – Identifying and refining understanding of need.
3. Intervention – Formalising support driven by specific and bespoke targets.
4. Review and forward planning – Reviewing targets and forward planning for continual progress.

Please see the *SEMH Intervention Process* for further information on interventions.

Post Incident Learning

At Laurus Grace we believe strongly in the power of restorative approaches when addressing behaviour. The students will be taught how to manage restoration following incidents, and sometimes this may be the focus of PSHE lessons.

Please see the *Behaviour Intervention Policy* for further information on Post Incident Learning.

Inclusion

This school policy has given careful consideration to the nine Protected Characteristics from The Equality Act (2010), namely age, gender, sex, sexuality, gender reassignment, maternity, disability, race and religion. This is to ensure that PSHE education is provided for in a sensitive and non-judgmental way that will enable all young people, staff and the wider school community to feel valued and included in effective policy and practices.

To achieve this, we have included as wide a cross section of the school community as possible including the incorporation of the specific needs of particular groups in terms of age, gender, ethnicity, sexuality, ability and special educational needs. When teaching students about inclusion, prejudice and discrimination the content will be fully integrated into programmes of study for this area rather than delivered as a standalone unit or lesson. We recognise the potential need to differentiate how we teach our curriculum to our SEND students. This is encompassed within our *Beliefs and Values/PSHE and SEND Strategy*.

Answering Difficult Questions

Sometimes an individual student will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to senior staff should additional support be necessary.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs

including: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to students' attention, they are offered a balanced presentation or opposing views. Teachers will adopt strategies which seek to avoid bias on their part and will teach students how to recognise bias and evaluate evidence.

Relationships Sex Education (RSE)

The aim of relationships and sex education is to equip the students with knowledge and understanding about relationships, sex, sexuality, emotions, and sexual health. This will support them to make informed choices, prevent the onset of issues and prepares students to look after themselves. This occurs not only within PSHE but also in other curriculum subject areas, giving more power to the topic (e.g., Science).

Students will be taught the facts and the law about sex, sexuality, sexual health in an age-appropriate and inclusive way.

It will be delivered in such a way as to ensure that the needs of all students are appropriately met, and that all students understand the importance of equality and respect. Teaching will be sensitive and age appropriate.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, will also be addressed sensitively and clearly. In addition, the physical and emotional damage caused by female genital mutilation (FGM) will be addressed. A process of parental consultation will occur every two to three years with the Trust Director for Personal Development and Beliefs & Values.

Parents have the right to request to withdraw their child from sex education.

Please see policy on *Relationship and Sex Education (RSE)* for more information.

Careers

Every year group at Laurus Grace will access careers education through their Beliefs and Values lessons, as detailed in the curriculum overview. Our careers curriculum is underpinned by the Baker Clause and quality assured against the Gatsby Benchmarks. Please see our Trust *CEIAG Policy* for further information.

Rationale for Citizenship

Citizenship forms a part of the national curriculum and is underpinned by the fundamental British Values. Citizenship gives students the knowledge, skills and

understanding to play an effective role in society at local, national and international levels. It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights. It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom. It encourages students to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world. It also teaches them about our economy and democratic institutions and values, encourage respect for different national, religious and ethnic identities, and develops students' ability to reflect on issues and take part in discussions.

The Framework for Citizenship

This comprises 3 interrelated sections:

1. Social and moral responsibility: Students learn from the very beginning self-confidence and socially and morally responsible behaviour, both in and beyond the classroom, towards those in authority and towards each other.
2. Community involvement: Students learn how to become helpfully involved in the life and concerns of their neighbourhood and communities, including learning through community involvement and service which is reinforced at each year level.
3. Political literacy: Students learn about the institutions, issues, problems and practices of our democracy and how citizens can make themselves effective in public life, locally, regionally and nationally, through skills and values as well as knowledge - this can be termed political literacy, which encompasses more than political knowledge alone.

Citizenship aims to promote these 3 strands through a series of programmes of study that provide opportunities to develop:

1. Knowledge and understanding about becoming an informed citizen.
2. Skills of enquiry and communication.
3. Skills of participation and responsible action.

Confidentiality

School staff cannot promise absolute confidentiality if approached by a student for help. Staff must make this clear to students. Child protection procedures must be followed when any disclosures are made.

Where it is clear that a student would benefit from the involvement of a third party, staff should seek consent of the student to do so. If appropriate, staff might inform the third

party together with the student. Unless clearly inappropriate, students will always be encouraged to talk to their parent/carer.

An underlying principle in supporting students in our school is that all students are listened to sensitively and objectively.

Although the School cannot guarantee confidentiality students will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

Use of Community Based Agencies

Outside agencies and speakers may be involved in inputting to PSHE education lessons and as points of referral as support services for students. The school actively co-operates with other agencies appropriate to student needs such as theatre groups, the police, the Fire and Rescue Services, Youth Offending Service, BeeWell and Barclays to enhance the quality of its PSHE education provision. Visitors who support the school will also be informed of the values held within this policy.

Responsive Curriculum

The Trust Director of Personal Development and Beliefs & Values works directly with local and national agencies of Greater Manchester to ensure the most relevant topics are informing our curriculum and practice. This includes investigating the most recent research in the local areas, liaising with local universities and support services, such as MASSH and BeeWell.

Staff Training

Staff will receive regular training as part of their continued professional development (CPD). In the context of PSHE, training will be delivered by specialist staff in the areas of PSHE, including the Trust Director of Personal Development & Beliefs & Values. Training will cover topics, such as (but not limited to):

- Embedding the PSHE Policy
- Identifying and reporting harmful sexual behaviour
- Protected characteristics
- Fundamental British Values

EQUALITY IMPACT STATEMENT

<p>Names and titles of people involved with this assessment</p>	<p>Rachel Robinson Assistant Trust Director of Inclusion</p>														
<p>Title of Policy – PSHE</p>															
<p>Impact assessment carried out with regard to identified characteristics</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Race</td> <td style="text-align: right;">✓</td> </tr> <tr> <td>Disability</td> <td style="text-align: right;">✓</td> </tr> <tr> <td>Sex</td> <td style="text-align: right;">✓</td> </tr> <tr> <td>Age</td> <td style="text-align: right;">✓</td> </tr> <tr> <td>Religious belief</td> <td style="text-align: right;">✓</td> </tr> <tr> <td>Sexual orientation</td> <td style="text-align: right;">✓</td> </tr> <tr> <td>Gender Reassignment</td> <td style="text-align: right;">✓</td> </tr> </table>	Race	✓	Disability	✓	Sex	✓	Age	✓	Religious belief	✓	Sexual orientation	✓	Gender Reassignment	✓
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Gender Reassignment	✓														
<p>Summary of any issues/proposed changes</p>	<p>N/A</p>														
<p>Date</p>	<p>12th September 2025</p>														
<p>Date of next review</p>	<p>June 2028</p>														