

# Woodpecker Court

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**Woodpecker Court**

*"Where learning meets the outdoors"*

# Woodpecker Court PSHEE Policy and Statement V3

**Relationships, Respect, Resilience**

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**Routine**

# Version control

<b>Version</b>	<b>Reviewed by</b>	<b>Future Review date</b>	<b>Comments</b>	<b>Approved by board</b>
V1	ES	July 2022	Policy written and implemented	15/07/2021
V2	ES	Jan 2023	Policy reviewed and updated	06/01/2022
V3	MAN	June 2024	Version control added. Policy reviewed and rewritten	15/06/2023
V3	DME	May 2025	Policy reviewed. No changes	17/05/2024

## 1. Aims

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

- Develop Woodpecker Court students in a holistic and experiential way, creating learners who are equipped to become reflective, independent, lifelong learners who are ready for the workplace and adult life. This goal underpins our entire curriculum and is further developed in our Curriculum Intent statement and our Ethos Statement.
- To deliver statutory requirements in line with government guidance.
- To support the personal growth, development and mental wellbeing of each student.
- To support the economic and social development of each student.

## 2. Statutory requirements

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

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#) .
- We must teach relationships and sex education and Economic Education (RSEE) under the statutory guidance “Relationships Education, Relationships and Sex Education (RSE) and Health Education (June 2019 updated Sept 2021).
- We must teach health education under both statutory guidance.

## 3. Content and delivery

### 3.1 What we teach

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

Refer to our relationships and sex education policy for details about what we teach, and how we decide on what to teach, in this subject.

For other aspects of PSHE, including health education, see PSHE delivery plans on the shared drive for more details about what we teach.

### 3.2 How we teach it

PSHE is taught as a discreet subject one a week to all provision students.

- Each morning and afternoon as a part of our daily student briefing sessions
- Through our Passport mentoring groups (weekly), English and Maths for the World lessons (Weekly) and throughout each day in the way in which we deliver all subjects as a part of our experiential, outdoor curriculum.
- All Tutors are available to deliver PSHEE in discreet sessions and all Tutors are expected to deliver this curriculum implicitly and explicitly in every session.
- Curriculum materials are developed to ensure that students of all abilities can access PSHEE and are encouraged to reflect at their own level, on the implications and responsibilities they have for their own wellbeing and the wellbeing of others.
- Planning for PSHEE is achieved collaboratively by the tutor team and during Teaching and Learning meetings and daily staff briefings, controversial topics or difficult questions from pupils are raised, to gather a consensus approach; ensuring teachers don't let their personal beliefs and attitudes influence teaching.
- This also allows Tutors to raise any personal doubts or concerns over their ability to teach a topic or session and allows senior staff to reallocate resources should this be necessary.
- Resources are made in house and bespoke to our student need and unique environment.
- Soft outcome data on student progress is collated termly (through Tutor assessed grading).
- Student progress is reported to parents at parents' evenings and raised with students as a part of their ongoing self-tracking of progress during passport mentoring time.

## **4. Roles and responsibilities**

### **4.1 The Advisory Board**

The advisory board will approve the PSHEE policy and hold the Principal to account for its implementation.

### **4.2 The Principal**

The Principal is responsible for ensuring that PSHE is taught consistently across the school.

### **4.3 Staff**

Staff are responsible for:

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

### **4.4 Students**

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

## **5. Monitoring arrangements**

The delivery of PSHE is monitored by the Senior Leadership Team through:

- Full Tutor observations
- Learning Walks
- Workbook scrutiny
- Group planning sessions
- Student Council feedback
- Soft Outcome reporting.

This policy will be reviewed by executive SLT on a bi-annual basis. At every review, the policy will be approved by the advisory board.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- RSE policy
- SMSC policy
- Teaching and Learning Policy
- Curriculum policy, curriculum intent and ethos statements.
- Assessment Policy
- Prevent Policy
- Safeguarding policies and procedures
- Staff Wellbeing Policy

All policies and procedures can be found on the staff shared drive and physical copies requested from our main office.

## **PSHEE Intent statement**

*'PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.'* PSHE Association 2019

PSHEE provides great opportunities for the pupils 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. These tools consist of knowledge gained, behaviours learned and skills mastered and it is our job to ensure that all learners have the opportunity to develop these attributes through their school experience.

Programmes of study, for PSHEE have a clear plan for what pupils should know and be able to do in PSHEE by the end of KS3, KS4 and KS5. The PSHEE programme supports the pupils to thrive in a time of rapid change, with new and unpredictable opportunities and challenges constantly emerging. It takes the learning opportunities outlined within the six core themes and helps develop the students' concepts, skills and attributes and their cultural capital. The curriculum encourages respectful discussion and acceptance of the rights of others to hold different views to our own.

The skills and attributes developed through PSHEE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility further indicating the importance of PSHEE to our curriculum.

Woodpecker Court aims to provide a coherent programme of personal, health, social, citizenship and careers advice/education. We aim to encourage high aspirations so as to maximise progress and to enable all pupils to experience the joy of success. Our aim for PSHEE is to equip pupils to live healthy, safe productive, capable, responsible and balanced lives. This curriculum is fundamental to everything we do with students at Woodpecker Court and is guided our ethos *"building aspirational learners equipped for their futures"*.

Our intent is to provide a PSHEE curriculum that gives opportunities for pupils to reflect on and clarify their own values and attitudes and explore complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

### **PSHEE aims to help pupils to:**

- Identify their personal qualities, attitudes, skills, attributes and achievements and what influences these.
- Explore their attitudes, values and beliefs about them and develop the skills, language and strategies needed to manage any issues should they encounter them in their lives.
- Apply academic skills such as critical thinking and resilience, to their approach to the study of PSHEE.
- Promote pupils' spiritual, moral, social and cultural development.
- Equip all pupils with the knowledge and skills they need to stay safe and be able to communicate when they do not feel safe
- Provide expert independent, up-to-date careers guidance that gives our pupils the best information and opportunities available and helps them progress into further education, training, apprenticeships and employment.

There is a significant contribution in PSHEE, to pupils' SMSC development, their behaviour and safety and it promotes pupils' wellbeing and this is built into our curriculum plans. PSHEE promotes personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It provokes challenging questions about health and wellbeing, relationships and living in the wider world and encourages respect for self and others.