



The Stable School

PSHE Policy

The Stable School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Owner: Melrose Education Limited

The Stable School Senior Leadership Team have overall responsibility for this policy.

This policy can be made available in larger print or more accessible format if required.

Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
May 2022	July 2023		1	
		April 2023	2	July 2024



Intent

PSHE refers to personal, social, health & economic education.

This policy covers our 'whole school' approach to delivering PSHE whilst meeting the often complex social, emotional, and mental health (SEMH) needs of our students.

At The Stable School we are committed to the development of the whole child. PSHE is a critical component of this and is taught consistently, discreetly and with integrity and purpose. As trauma informed practitioners we recognise the impact trauma has on our children whether it be ACE or need related. In relation to this we adapt to meet the need of every child. Our Brook curriculum has been designed by experts and is carefully mapped to reflect CBT and trauma informed approaches and adapted to meet our needs. All students are given the opportunity to acquire the knowledge, understanding and skills they need to manage their lives both now and in the future.

Aims and Objectives

At The Stable School, we have a strong ethos and core values. We believe that children should have the opportunity to develop resilience. We want our children to become independent and play an active part in shaping their own lives. Our school values (Believe, Respect and Reflect), play a vital role in supporting this.

The Stable School is a happy, nurturing school where individuality is celebrated. We aim to provide an environment in which children feel stimulated and are given the tools to become more independent and creative thinkers with lively and enquiring minds. We value working within an environment where all efforts are valued, and children can thrive.

Our school vision and ethos are supported by the delivery of our PSHE offer. At The Stable School we are committed to ensuring the emotional and social needs of all our children are met through the delivery of this curriculum. PSHE weaves through all we do at school. Skills developed are transferable and utilised in all curriculum areas. Research shows that students with greater emotional, behavioural, social, and school well-being did on average attain at a higher level and were more engaged with their schooling (Gutman & Vorhaus, 2012). PSHE skills play out in extra-curricular clubs and activities too, through experiences outside the classroom such as visits and trips and school teams.

As part of providing a broad a balanced curriculum through our agreed PSHE whole school approach, we can nurture and support the spiritual, moral, social and cultural development of our children and promote fundamental British Values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy, and independent lives. We want all our students to become responsible citizens who can understand and embrace cultural differences and diversity. We recognise that our school vision is crucial to this learning and should be at the heart of our whole school development.



Values

Our school values are embedded throughout the delivered curriculum and our school ethos. They are evident in our expectations and our daily interactions and practice. Our values are displayed around school and are modelled by staff.

Staff identify students who have demonstrated use of our core values. Acknowledgment is through weekly achievement assemblies where core values are celebrated.

Creating a Safe & Supportive Learning Environment

At The Stable School we strive to create an emotionally safe and supportive learning environment by teaching our children about emotions and enabling them to articulate and share their feelings through daily discussion.

We do this through our PSHE curriculum but also through use of Motional. Motional is a community of like-minded professionals who share an easy-to-use online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people.

We use a whole school approach with a focus on progressive vocabulary to develop emotional literacy within our setting. This allows our staff and children to accurately identify wellbeing.

Mindfulness is also practised in emotional literacy so children can learn a variety of techniques that they can use in different situations.

Entitlement & Equality of Opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance.

Our teaching will consider the age, ability, readiness, and cultural backgrounds of our children. It will also consider the needs of students with English as a second language. We will ensure that all can fully access our PSHE curriculum and related provision.

We promote diversity and inclusion by considering all pupils needs when planning schemes of work and delivery of lessons. Through our school values, we encourage and expect our students to consider the needs of others.

We will use PSHE education to address diversity issues and to ensure equality. We recognise the right of all pupils to have access to PSHE education that meets need and will ensure that our students can access everything needed through our inclusive curriculum. We use a range of teaching strategies to ensure we can deliver accessible content for all.



Teaching & Learning

Principles and Methodology

This policy outlines our school practice and procedures relating to the delivery of our PSHE whole school curriculum across all key stages.

Our Brook curriculum covers three themes over a school year. We determine pupils' prior knowledge through observation, discussion, and pupil voice. Our PSHE programme will be delivered through a range of teaching methods that include practical and discussion based activities. School will ensure delivery of engaging, and motivational lessons. By using the characteristics of effective learners, school will support students to make connections between their learning and real-life experiences.

Planning, Teaching and Learning

To ensure a broad and balanced curriculum is in place, each term is dedicated to following a specific theme. Within that theme, specific skills are covered/taught. The Stable School uses the trauma informed Brook scheme of work to plan and deliver lessons. This approach is progressive and stage appropriate. Objectives for the Brook overview are available on Gridmaker and teachers update each component once the objective has been met.

Staff teaching and delivering our Brook PSHE programme will ensure learning opportunities are matched to the individual needs of our children. As already indicated, this includes those with English as an additional language.

The three themes are:

- **Living in the wider world** – career planning, financial literacy and exploring our rights and responsibilities
- **Health & Wellbeing** – puberty, mental health, keeping active, dental care and healthy eating.
- **Relationships** – Understanding friendship, family and other relationships, kindness, conflict resolution and communication skills.

Through these themes, the aim is to:

- Develop self-esteem and confidence
- Work cooperatively with others
- Be respectful towards others
- Be accepting of others
- Have a sense of belonging and identity
- Develop curiosity, enthusiasm, and independence in their learning
- Be motivated and creative in their learning
- Take risks and be resilient
- Work hard to achieve personal success
- Be responsible and emotionally intelligent
- Understands what constitutes a healthy lifestyle
- Be aware of safety issues (personal safety, e-safety)



Promoting Fundamental British Values

We ensure that fundamental British Values are strongly embedded and promoted through our school ethos and values. We seek regular opportunities for our students to discuss recent news events to aid their understanding of life in modern Britain and link this to British Values. This also encompasses the development and awareness of our students spiritual, moral, social, and cultural needs. In this way we support children to:

- Understand Democracy by learning to participate and work collaboratively to make decisions through democratic processes (working as a team)
- Understand the Rule of the law, understanding that rules matter and are important to keep us safe
- Develop and have Mutual respect for others even though we might not always agree with their thoughts and feelings
- Show tolerance towards others and accept that other people have different beliefs from ours and they may believe in different religions
- Live in harmony with others