



LPW School Personal Social Health and Emotional Education Policy March 2025

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Contents

LPW School Personal Social Health and Emotional Education Policy Ma

1. Context and Rationale.....	2
1.1 Bristol context	2
2. Statutory Requirements	3
For Secondary Schools:	3
4. Aims and Objectives.....	3
5. Curriculum and Delivery	4
6. External Speakers and Outside Agencies	4
7. Celebration of Achievement – Assessment, Recording and Reporting	4
8. Inclusion	5
9. Safeguarding and Confidentiality	5
10. Curriculum Map.....	7



1. Context and Rationale

This policy covers our school's approach to Personal, Social, Health and Economic Education. The policy was produced by the School's Head Teacher and PSHE lead (Personal, Social, Health and Economic). Guidance provided by the PSHE Association has been used to update the policy, as well as support from specialists in a range of different topics, including Safeguarding and Trauma.

The PSHE policy can be viewed by parents and carers on the School website. PSHE helps to give students the knowledge, skills, and understanding they need to lead confident, healthy, and independent lives. It aims to help them develop personally and socially and tackles many of the moral, social, and cultural issues that affect young people today. It equips students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We use PSHE to build, where appropriate, on the statutory content already outlined in the National Curriculum, The Independent School Standards (ISS), and in statutory guidance on drug education, financial education, relationship and sex education (RSE), and the importance of physical activity and diet for a healthy lifestyle.

1.1 Bristol context

As a school based in Bristol, we recognise the unique challenges faced by our young people. Health and wellbeing data indicate that almost 10% of children and young people experience emotional health problems, with self-harm hospital admission rates significantly exceeding the England average. Substance use among young people in Bristol is also higher than national averages, with 8.9% of 15-year-olds having used cannabis in the previous month, and 2.5% reporting the use of other drugs. Additionally, smoking-related deaths, alcohol-related hospital admissions, and inequalities in life expectancy highlight the importance of a targeted and supportive PSHE curriculum.

Beyond health, socio-economic factors also influence the lives of our students. Over 20% of children under 16 in Bristol live in low-income families, and 16% of the population resides in the most deprived areas in England. Crime rates, particularly violent crime, are among the highest in core cities, and first-time entrants into the Youth Justice System exceed national averages. Education and employment prospects are also a concern, with significantly fewer young people in Bristol progressing to higher education compared to national figures. South Bristol, in particular, has some of the lowest higher education participation rates in the country.

Given these factors, our approach to PSHE is both trauma-informed and highly individualised. Many of our students have experienced adverse childhood experiences (ACEs), have undiagnosed special educational needs (SEN), or require additional support to navigate complex social issues. Our approach emphasises building trusting relationships between students and staff, allowing for safe discussions on sensitive topics. We acknowledge that PSHE sessions often lead to disclosures, and we have embedded safeguarding support into our delivery, including weekly targeted sessions led by our



safeguarding team on topics such as child sexual exploitation (CSE) as well as identifying key workers for all our young people.

Our curriculum follows a structured Scheme of Learning (SOL) with thematic themes, ensuring consistency while remaining responsive to the evolving needs of our students. Through this approach, we aim to empower our students with the knowledge, skills, and confidence to make informed choices, improve their wellbeing, and successfully navigate their lives.

2. Statutory Requirements

PSHE is a statutory requirement for an Independent school.

- Standard 2.12 of the Independent School Standards requires that some form of PSHE is provided for all pupils at a school.
- The requirement is that the PSHE curriculum must be designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010.

The protected characteristics as listed in section 4 of the Equality Act 2010 are as follows:

- a. Age
- b. Disability
- c. Gender reassignment
- d. Marriage and civil partnership
- e. Pregnancy and maternity
- f. Race
- g. Religion or belief
- h. Sex
- i. Sexual orientation

For Secondary Schools:

- 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 health education under the same statutory guidance.

3. Introduction

This policy outlines the approach of LPW School in Bristol towards sex and relationships education (RSE). As a trauma-informed school, we recognise the impact of adverse childhood experiences (ACEs) on students' well-being and learning. Our approach is designed to provide a safe, inclusive, and supportive environment that promotes healthy relationships, respect, and responsible decision-making. We aim to equip students with the necessary knowledge and skills while being sensitive to their individual backgrounds and experiences.

4. Aims and Objectives

The aims of this policy are to:

- Provide accurate, age-appropriate information on sex, relationships, and personal well-being.
- Promote respect, equality, and inclusion for all students.
- Equip students with the knowledge to make informed choices regarding relationships and sexual health.
- Create a safe learning environment free from discrimination, bullying, and harassment.
- Ensure that our trauma-informed approach acknowledges the lived experiences of students and provides a supportive framework for discussions.

5. Curriculum and Delivery

- RSE will be delivered as part of the Personal, Social, Health and Economic (PSHE) curriculum, ensuring age-appropriate discussions.
- Teaching will be inclusive, considering diverse family structures, gender identities, and cultural backgrounds.
- A trauma-informed approach will be embedded into the curriculum, ensuring that discussions are sensitive to students' emotional well-being and past experiences.
- External experts may be invited to provide additional guidance on topics such as sexual health and consent.
- Parents/carers will be informed about the content and can discuss any concerns with school staff.
- At LPW School, 1 x afternoon a week, we offer our students the opportunity to engage in immersive cultural experiences, providing them with hands-on learning outside the traditional classroom. These experiences allow learners to explore different cultures, art forms, and real-world situations, helping them broaden their understanding of the world. By connecting classroom learning to these real-world experiences, we aim to enrich students' cultural capital, giving them valuable insights into diverse perspectives and supporting their personal development in line with the PSHE curriculum.

6. External Speakers and Outside Agencies

The school leads the PSHE programme but outside visitors play an important role. There is a school protocol for involving outside visitors. We believe that external speakers can usefully supplement learning. We will ensure the external agencies and contributors' input is part of a planned programme which consolidates and grows prior learning. All visitors follow the Safeguarding policies in place when visiting the School. Classes or groups are always supervised by a member of the teaching staff.

7. Celebration of Achievement – Assessment, Recording and Reporting

We do not offer a formal qualification in PSHE, as we believe that the nature of this subject is best approached through ongoing discussion, personal reflection, and the development of life skills rather than standardised assessments. Many of our students have complex needs, and a traditional examination-based assessment may not accurately reflect their personal growth or understanding. Instead, we focus on student engagement, participation, and the application of learning to real-life situations.



Progress in PSHE is recorded through teacher observations, student self-reflections, and class discussions. We use informal assessments such as student feedback, contributions in group activities, and case studies to track development. Our trauma-informed approach ensures that students feel supported rather than pressured, allowing them to engage with sensitive topics in a way that feels safe and beneficial to their personal growth.

8. Inclusion

In a trauma-informed school with emotionally available adults, addressing hate crimes such as misogyny, homophobia, and other forms of discrimination begins with recognising these behaviours as learned and often rooted in past trauma or societal influences. It is crucial to create a safe, empathetic space where students can understand that such harmful attitudes are not innate but are shaped by external factors. Educating students on the consequences of hate speech and promoting respect for diversity is key. By creating emotionally supportive relationships, the school can help students unlearn discriminatory behaviours while also identifying them as potential safeguarding concerns, ensuring intervention and support where needed.

Learners whose first language is not English or who have learning difficulties or disabilities require additional support to fully access and understand PSHE, particularly in areas such as Relationship and Sex Education. Tailored strategies such as simplified language, visual aids, and hands-on activities can make content more accessible. Providing extra time for comprehension, encouraging questions in a supportive environment, and using culturally sensitive and clear resources ensure all students can engage effectively with the curriculum and feel included in discussions around relationships, health, and well-being.

Highly qualified and skilled HLTAs (Higher level teaching assistants) are used to support understanding, offering 1 to 1 support both in and outside of the classroom.

9. Safeguarding and Confidentiality

- All staff are trained to handle sensitive topics with care and professionalism.
- Any disclosures related to abuse or harm will be handled in line with the school's Safeguarding Policy.
- While confidentiality is respected, students will be made aware that staff may need to share information with safeguarding leads if necessary.

For any questions or concerns regarding this policy, please contact Nicola Lace – Head Teacher.

Year 10 & Year 11 PSHE/RSE Curriculum Map

Term	Year 10 Topics	Year 11 Topics
Term 1	Families: Exploring different family structures, legal status of marriage and cohabitation, responsibilities of parents, recognising unhealthy relationships	Respectful Relationships: Characteristics of healthy friendships, tackling stereotypes, understanding bullying and harassment, legal rights and responsibilities
Term 2	Respectful Relationships: Managing conflict, boundaries, consent, recognising coercive control, tolerance and equality	Online & Media: Digital footprint, online risks, sharing explicit material, impact of pornography, cyber safety
Term 3	Online & Media: Identifying trustworthy sources, sexting and legal consequences, misinformation, privacy protection	Being Safe: Laws on consent, exploitation, grooming, domestic abuse, FGM, forced marriage, recognising and reporting abuse
Term 4	Being Safe: Understanding consent in all contexts, bystander intervention, seeking support for unsafe situations	Intimate & Sexual Relationships: Positive aspects of relationships, contraception options, STI prevention and treatment

LPW School

Term	Year 10 Topics	Year 11 Topics
Term 5	Intimate & Sexual Relationships: Choices around pregnancy, managing sexual pressure, reproductive health, impact of substances on sexual behaviour	Preparation for Adulthood: Accessing healthcare services, relationships and responsibilities post-16, managing personal safety in adulthood
Term 6	Revision & Consolidation: Reinforcing key concepts from the year, student-led discussions	Real-World Application: Guest speakers, case studies, scenario-based learning