

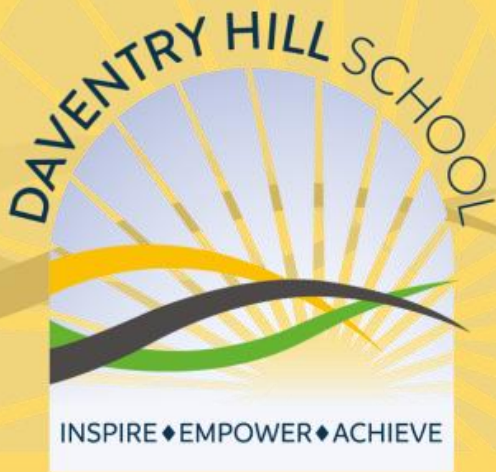
Daventry Hill School

PSHE, Citizenship & RSE Policy 26-27



This policy complies with the DfE statutory guidance: “Relationships Education, Relationships and Sex Education (RSE) and Health Education” (2019), the “National Curriculum Programme of Study for Citizenship” (DfE, 2013), and the SEND Code of Practice (2015). It also reflects Ofsted’s Education Inspection Framework (2024) and anticipates updates to RSE guidance from September 2026.

Complied by: Phase Leader SD	Date: Sep 25/Mar 26
Committee: LGB	Date agreed by Governor: Apr 26
Review Cycle: Annually	Review Date: Mar 27



AT DHS WE VALUE



We celebrate what everyone can do.

We look forward to the possibilities that lay ahead.

OUR MISSION

To create **happy**, **successful** people.



We nurture curiosity, to know more and understand more.

We encourage exploration of the world around us.

OUR VISION

To **inspire** and **empower** our young people to **achieve** success.



We support everyone to have courage to keep moving forward and learn from their experiences.

We nurture a strong sense of self.



We nurture everyone's sense of belonging.

We support everyone to communicate and work with others.



We nurture the understanding of others.

We treat all with kindness.



Part of

Inspire

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Wellbeing at Creating Tomorrow Trust

At Creating Tomorrow Trust, we believe that when our people thrive, our learners and communities thrive too.

Physical, emotional and mental wellbeing are essential to a thriving, collaborative and values-driven organisation, and we are committed to creating an environment where every colleague feels supported, respected and able to flourish.

We recognise that wellbeing needs can change over time, and anyone may experience challenges. We work together with openness, compassion and trust, ensuring that help is accessible when it is needed.

Health and wellbeing are everyone's responsibility, and we encourage a positive culture where concerns can be raised without judgement. The Trustees take their duty of care seriously and are committed to ensuring that support for all employees is available through:

- Effective and supportive line management
- A fair and manageable workload
- A professional, safe and inclusive working environment
- Access to wellbeing and employee support services through our Employee Assistance Programme:
 - 08000 856 148
 - [educationsupport.org.uk](https://www.educationsupport.org.uk)

We are committed to continuous improvement. **All Trust policies are reviewed for their impact on staff wellbeing**, ensuring our values are reflected not only in what we say, but in what we do.

Together, we create tomorrow by caring for one another today.

1. PSHE at Daventry Hill School

1.1 Importance of PSHE

PSHE is central to Daventry Hill's mission to ensure all our students have happy and successful futures. Our students are particularly vulnerable to negative life outcomes if their personal, social and emotional development is not supported explicitly. Research shows that children and young people with SEND are disproportionately at risk of poor mental health, social isolation, exclusion, and in some cases involvement with the justice system—especially where support is inconsistent or absent. The preventive, educative and restorative role of PSHE in developing skills for self-regulation, self-advocacy, healthy relationships, emotional resilience, citizenship and understanding risk is essential. PSHE at Daventry Hill is not an optional “add on” but a core component of our curriculum to ensure that our students can navigate the wider world as safely, healthily, and confidently as possible, minimising the risk of negative outcomes.

Through PSHE our students develop self-regulation, understanding of risk, emotional resilience, positive relationships, and skills to manage transitions and adversity. These are preventative levers: strong PSHE provision contributes to reducing exclusion, reducing vulnerability to exploitation and involvement with the justice system, improving wellbeing, supporting healthier choices, and improving life chances.

1.2 Intent

Our intent is to provide a holistic, inclusive and developmental PSHE, citizenship and SMSC curriculum across our all-through SEND setting that equips every pupil with the knowledge, understanding and skills to lead safe, healthy and fulfilling lives. Rooted in statutory Relationships, Sex and Health Education (RSHE) and Citizenship Education guidance (DfE, 2019) and underpinned by the SEND Code of Practice (2015), our curriculum is fully adapted to meet the diverse cognitive, communication, sensory and social-emotional needs of our learners. It promotes personal development, emotional literacy, self-advocacy and independence, while embedding Fundamental British Values — democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs — through meaningful, experiential learning.

Our PSHE and Citizenship provision explicitly supports pupils' spiritual, moral, social and cultural (SMSC) development, ensuring they understand their rights and responsibilities within their communities and wider society. Learning is personalised and scaffolded using specialist approaches and resources, including visual communication systems, sensory regulation, social stories and life-skills frameworks. We aim to empower pupils to make informed choices, build positive relationships, manage change and transition confidently, and prepare effectively for adulthood.

Delivery is consistent with Ofsted's Education Inspection Framework focus on personal development, with quality assurance ensuring that provision is coherent, sequenced, and regularly reviewed. Staff are trained to deliver PSHE, Citizenship and RSHE in a trauma-informed, relational and inclusive manner, and we work in partnership with parents, carers and external professionals to ensure that learning is contextualised, age-appropriate and aligned to individual EHCP outcomes.

1.3 Implementation

PSHE at Daventry Hill School is delivered through discrete, subject-specific lessons, but it also permeates every aspect of school life. It underpins all interactions and decision-making, from the approaches staff use during 'snack time' to the values celebrated through our assembly calendar, behaviour charters and daily routines. The principles of PSHE are embedded within our *Relationships Policy* and are actively promoted through the *Zones of Regulation*, *Restorative Practice*, and — where necessary — through the use of *restrictive physical interventions* in line with the *Team Teach* framework.

In implementing our PSHE curriculum — which encompasses Citizenship and Relationships & Sex Education (RSE) — we recognise that this provision directly supports the *Personal Development* and *Behaviour and Attitudes* strands of the Ofsted Education Inspection Framework, reinforcing positive attitudes, self-regulation and responsible decision-making. It also plays a pivotal role in fulfilling our statutory Safeguarding, Equality, Public Sector Equality Duty and Prevent/British Values responsibilities. Through thoughtfully designed PSHE, RSE and Citizenship lessons, and their integration across school life, we ensure abundant opportunities for SMSC development — nurturing pupils' spiritual awareness, moral reasoning, social confidence, and cultural understanding.

In line with the new statutory RSE guidance effective from September 2026, our curriculum explicitly covers consent, healthy relationships, online safety, puberty and sexual health in a manner that is developmentally appropriate, accessible, and differentiated for pupils with SEND. We employ multi-modal teaching strategies, co-construct content with pupils and specialist professionals where appropriate, and ensure that parents/carers and governors are consulted about RSE content annually, in compliance with updated guidance requirements.

In our primary department, we adopt the Jigsaw PSHE (Jigsaw Education, 2023) scheme, which offers a full, age-appropriate, spiralled curriculum from Reception through Year 6. Jigsaw is explicitly designed to integrate emotional literacy, social skills, mindfulness and spiritual development alongside statutory Relationships and Health Education. It is

updated regularly via the Jigsaw online portal and through consultation with PSHE specialists to reflect current Government guidance, research, and best practice; the scheme's own materials assert that, according to Jigsaw (2023), the programme "meets all statutory Relationships and Health Education requirements and reflects evolving good practice and government updates." By choosing Jigsaw for our students, we ensure that our youngest learners experience a structurally coherent and scaffolded progression in PSHE, while benefiting from inclusive teaching materials, differentiated lessons, and a coherent whole-school approach. In addition, Jigsaw's design supports SMSC development, aligning with our school ethos of building self-awareness, respect for others and community values.

In our secondary department we follow a PSHE curriculum grounded in the PSHE Association Programme of Study for Key Stages 1–5 (2023 update) framework and resources. The PSHE Association is the national body for PSHE education and provides up-to-date guidance, training, and lesson plans tailored for adolescents, including adaptations for pupils with SEND. Their Programme of Study (KS1–5) frames learning around the core themes of Health & Wellbeing, Relationships, and Living in the Wider World and is designed to support schools in meeting statutory obligations and safeguarding needs. In selecting the PSHE Association model for our secondary phase, we prioritise fidelity to the most current national guidance, the strength of their evidence and support networks, and the capacity to adapt lessons to the particular communication, social and cognitive needs of our learners. Staff receive support from the Association's training and SEND-focused resources, ensuring that content — such as consent, puberty, online safety, and relationship diversity — is differentiated, scaffolded, and accessible. We believe this provides the best balance of robustness, adaptability and specialist support to meet the complex needs of our secondary students.

Post 16 follows a Health curriculum that is designed to equip students with the knowledge, skills, and confidence to take ownership of their physical, emotional, and mental wellbeing. We recognise that our students have unique needs, and this curriculum is structured to meet them at their individual stage of development, fostering independence, resilience, and informed decision-making.

Through this curriculum, we aim to:

- Promote healthy routines and personal care practices that support dignity, confidence, and self-esteem.
- Build understanding of physical and mental health, empowering students to access support and make informed choices.
- Encourage safe, respectful, and inclusive attitudes toward relationships, identity, and sexuality.

- Support students to use health-related technology and online platforms safely and effectively.
- Raise awareness of lifestyle choices and their long-term impact on wellbeing, including diet, exercise, and substance use.
- Increase confidence in navigating health and social care systems independently.
- Develop emotional regulation and resilience to support positive mental health and social wellbeing.

2. PSHE Planning

2.1 Primary

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units), and these are taught across the school, by every class teacher; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

2.2 Secondary

All secondary classes are taught PSHE and RSE by their class teacher. In the summer term additional lessons are offered and parents are consulted on both the content and their right to withdraw their student from the sessions.

The Planning Framework for the PSHE Association is organised into six sections and this forms the basis of the planning in the secondary phase of DHS:

Section	Unit	Content
1:	Self-awareness	Me, who I am, my likes, dislikes, strengths and interests
2:	Self-care, support and safety	Looking after myself and keeping safe; aspects of Relationships and Sex Education.
3:	Managing Feelings	Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education
4:	Changing & growing	How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education
5:	Healthy Lifestyles	Being and keeping healthy, physically and mentally
6:	The World I live in	Living confidently in the wider world

2.3 Post 16

Our Seven Pillars of Health

Our Health curriculum is built around seven core pillars, each addressing a vital aspect of personal wellbeing, relationships, and healthy living:

Personal Care & Caring for Others

- Understanding body changes during adolescence and establishing healthy personal care routines.

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- Learning hygiene practices, grooming techniques, and the use of appropriate products.
- Exploring body image, fostering confidence in appearance, and making informed self-care choices.
- Understanding personal health routines, including safe medication use and awareness of health rights.
- Learning about privacy, boundaries, and safe sharing of personal information.
- Developing awareness of caring responsibilities, including basic childcare and supporting others.
- Introduction to first aid principles and emergency response.

Technology for Health

- Building confidence in using everyday technology safely and responsibly.
- Using mobile phones for safety, including accessing emergency services.
- Exploring apps and digital tools for organisation, reminders, and daily routines.
- Understanding safe use of household electrical equipment.
- Awareness of assistive technology supporting health and independence.
- Learning to stay safe online, managing passwords, and protecting personal information.

Sexual Relationships

- Exploring various types of romantic relationships with respect for gender, sexuality, and personal identity.
- Understanding concepts of consent, respect, and personal boundaries in relationships.
- Gaining knowledge about sexual health, contraception, and STIs.
- Recognising signs of healthy and unhealthy relationships, with awareness of abuse and how to seek help.
- Building personal support networks and understanding safeguarding and exploitation risks.

Healthy Lifestyle

- Understanding how food choices, cooking skills, and balanced diets support overall wellbeing.
- Importance of regular exercise and staying physically active.
- Awareness of substance use risks, including alcohol, tobacco, and drugs, and strategies for prevention.
- Recognising addiction risks and knowing where to seek support.
- Strategies for managing peer pressure and making informed decisions.
- Understanding media influences on health choices and self-image.

Lifestyle Choices

- Promoting informed decision-making in relationships, parenting, and sexual health.
- Discussing risks and consequences associated with gambling, substance use, and risky behaviours.
- Awareness of radicalisation risks and strategies to stay safe from harmful influences.
- Understanding legal rights related to marriage, parenthood, and accessing support services.
- Interactive tools to explore life choices and responsibilities.

Access to Health & Social Care

- Understanding personal health diagnoses and navigating health services.
- Accessing routine and emergency healthcare services, including dentists, opticians, and mental health support.
- Awareness of social care services and support roles like social workers and home support.
- Knowing when and how to seek help for personal health needs and routine screenings.
- Using technology to book appointments, access information, and contact support organisations independently.

Social & Emotional Wellbeing

- Developing self-awareness and emotional regulation skills for managing feelings and behaviour.
- Exploring strategies for emotional wellbeing, including self-care practices, sensory regulation and therapeutic approaches.
- Strengthening communication and interpersonal skills to nurture positive relationships.
- Learning problem-solving strategies to build confidence, resilience, to be able to make healthy decisions for personal growth and wellbeing.
- Recognising common mental health challenges and when to seek professional support.
- Reducing stigma around mental health through open conversations and self-referral options.

3. Relationships Education

Daventry Hill School delivers RSHE in line with the DfE's updated statutory guidance on RSHE (2025). It requires that schools design RSHE curricula that genuinely safeguard and support pupils, and that are deliverable, age-appropriate, scaffolded, and responsive to local need. Over time, pupils should build knowledge and life skills in a planned and coherent progression to prepare them for real-life issues.

By using the JIGSAW and the PSHE Association frameworks, DHS ensures that by the end of secondary school, learners (where appropriate) explore:

- various kinds of relationships (friendships, family, intimate, online) and evolving relationships across life stages;
- how to recognise, establish, maintain and reflect on healthy relationships, including respect, mutuality, boundaries, trust, consent and ethics—and how to spot, resist and recover from unhealthy or abusive relationships;
- the influence of relationships (romantic, peer, familial) on mental health and wellbeing;
- online relationships, digital intimacy, risks such as misuse of AI or deepfakes, sexual harassment, exploitation and how to stay safe;
- factual and inclusive understanding of sex, sexuality, sexual health, conception, menstruation, pregnancy and reproductive health—set firmly in relational and legal contexts;
- how gender, identity, sexual orientation, equality, personal values and respect intersect in relationships;
- content related to safety, abuse, coercion, sexual violence, grooming, consent withdrawal, and strategies for support, reporting or refusal.

All of this should be taught in a non-judgemental, inclusive and trauma-aware way, with flexibility to meet the needs of all pupils (including those with SEND), and with clear consultation with parents, transparency of resources, and opportunities for discussion and reflection.

The PSHE/RSE curriculum and resources are published on the school website, via the links to the JIGSAW and the PSHE Association websites and can be made available to parents/carers for review in accordance with DfE 2025 transparency requirements.

Primary – students receive RSE sessions in the summer term of their time in Year 6. The content is tailored each year to meet the changing needs of the cohort, with input from all colleagues within the phase. The proposed sessions are then offered to the families for them to opt into and historically, the majority of students have been signed up to most of the sessions.

Secondary – students receive RSE sessions throughout their secondary years, including some taught within their class and others lead by external providers such as the NHS. The sessions are tailored to meet the needs of the cohort, following current guidance from the DFE.

Post-16 – students receive RSE sessions throughout their time in post-16, tailored to the needs of the cohort. They also receive specific sessions lead by the NHS designed solely for use with students over the age of 16.

Health Education

Health Education is woven into the fabric of the PSHE and RSHE sessions at Daventry Hill School, covering mental wellbeing, physical health, drugs/alcohol, hygiene, internet safety, and health literacy.

4. Impact:

4.1 Assessment

What assessment typically looks like through the PSHE curriculum

1. Ongoing / Formative Assessment

- Teachers assess continuously during each lesson via conversation and observation, for example checking students' intentions and understanding.
- Use of "I can..." statements as checkpoints during units to see how students are progressing.
- In Primary, floor books are used for capturing and showing progress over time. During floor book time students will have an opportunity to revisit their work.

2. Milestones / Progression Documents

- By following our PSHE curriculum, students will have opportunities to develop skills found within the developmental ladders. Floor books and student portfolios capture student success and wow moments.

3. Self- and Peer-Reflection

- Students are encouraged to evaluate their own and others' work: to reflect on what worked, what didn't, consider new perspectives and assimilate new practices into their own approach to life.

4. Holistic / Growth Mindset Focus

- Assessment is not just about final product quality, but growth over time, risk taking, experimentation, building confidence and creativity.

4.2 Learning Pathways at Daventry Hill School

In order to provide tailored teaching and learning to our students, Daventry Hill School has devised 'learning pathways'. Students are carefully assessed by the familiar adults in their classrooms and assigned to one of our pathways, either yellow, green or black – the colours from our school logo. Staff are then able to plan and deliver the most appropriate learning experiences for each student, making adjustments for pre-formal or formal learning styles.

Assessment



Our aim is to ensure all children are given the knowledge, skills and experiences they need to be happy and successful in their future. Our curriculum provision (curricular and EHCP) supports personal success and good mental health.

Purpose

- monitor a young person's progress in achieving the curriculum aims,
- celebrate their successes,
- identify necessary interventions and next steps.

Process

To achieve this:

- A **developmental ladder** is completed to identify the appropriate curriculum pathway.
- **Baseline assessments** are completed within the first 6 weeks of a new year.
 - These could include phonics/reading, writing, Maths White Rose, as appropriate to the pathway
- **Pupil meetings** will take place 3 times per year to review progress against the curriculum pathway
- 12-monthly targets are set for **EHCP** outcomes in line with the annual review date. These are broken into smaller steps and monitored at pupil meetings.

Yellow Pathway

Yellow 1 / Yellow 2

This is a pre-formal curriculum that links to EHCP outcomes. Learning is child centred and heavily integrated into play, allowing the student to explore, experiment and make choices

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP using EFL, each target to be broken into 6 weekly small steps
- 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos.
- Floor books in the classroom will capture key moments of learning in the curriculum. These will also be captured within the observations.

Green Pathway

Green 1 / Green 2

This introduces some subject specific study that is taught using yellow pathway pedagogy e.g. opportunities to play, continuous provision, short targeted teacher input, sensory breaks, concrete objects etc.

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP using EFL, each target to be broken into 6 weekly small steps
- 5 observations completed each year, every 6 weeks, which can include notes, videos, post-its and photos.
- Subject specific evidence collection
- Informal teacher assessment gathered to inform planning of subject specific content

Black Pathway

This is curriculum designed for students who are cognitively operating above 60 months and follows a formal, subject specific learning approach. The majority will work towards accreditations in maths, English and ICT alongside vocational subjects.

- 12-month EHCP targets to be set following annual review, 1 target per EHCP outcome
- Evidence collected for EHCP in student portfolios, this will include student self-assessment
- Standardised assessments to include phonics/fresh start, reading age, comprehension, white Rose maths, Functional Skills (KS4 &5)
- Hot and cold writes used to show progress in Writing.

5. SMSC

The spiritual, moral, social and cultural (SMSC) curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall PSHE and Citizenship curriculum, which in turn is part of the Personal Development curriculum, plus it incorporates the teaching and learning of Fundamental British Values.

The SMSC curriculum is informed by the Curiosity Approach used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students will be supported to acquire the planned knowledge and skills in SMSC using their preferred and appropriate communication strategies.

Moral Development

- Many topics ask pupils to reflect on their own life and respect the life choices of others.
- Discussion of themes such as fairness, honesty, and responsibility are woven throughout both primary and secondary curricula. If students are pre-verbal, a 'total communication' approach is used to ensure they have the opportunity to receive information and the methods with which to share their own choices, thoughts or opinions.
- Morality is taught both explicitly and implicitly throughout the PSHE curricula and supported by the DHS 'Core Values'.

Social Development

- PSHE activities often involve team games or discussions, encouraging teamwork, communication, and problem-solving.
- Pupils learn to share resources, give feedback, and support one another, fostering positive relationships.
- Opportunities to share and celebrate work build a sense of pride and belonging within the school community.

Cultural Development

- PSHE draws inspiration from a diverse range of cultures, and traditions, helping pupils to value cultural diversity.
- Encourages exploration of heritage, identity, and global practices.

- Builds respect for and curiosity about the variety of life choices available to humans.

PSHE actively supports and enhances SMSC by giving pupils opportunities to reflect spiritually, act responsibly, collaborate socially, and explore cultural diversity.

To access the full SMSC document please click on the link [SMSC at DHS final.docx](#)

6. Fundamental British Values

The British Values curriculum at Daventry Hill School (DHS) has been designed to reflect the unique and complex learning needs of the students. It forms part of the overall Personal Development curriculum, alongside the curriculum for Spiritual, Moral, Social and Cultural (SMSC) development.

The Fundamental British Values teaching and learning is supported by the 'Curiosity Approach' that is used throughout the school to guide and inform learning and the development of the students as learners. It is also informed by the Total Communication approach used at DHS which means that students are supported to acquire the planned knowledge and skills in Fundamental British Values using their preferred and appropriate communication strategies.

In PSHE, Fundamental British Values will be highlighted and celebrated through: -

1. Democracy

- Many PSHE activities encourage student voice and choice in how they approach tasks.
- Learners have time to consider the topics and themes, express their ideas or questions, share their opinions and learn from each other, reflecting democratic participation and ownership of learning.
- PSHE lessons are governed by the school behaviour charter and a specific JIGSAW charter to ensure that fairness, equity and empathy run through the sessions – ensuring the conclusions of the class mirror the framework of democracy in the UK.

2. Rule of Law

- PSHE projects are governed by the DHS behaviour charters and the JIGSAW charter and students are reminded of these guidelines on a regular basis and most particularly at the start of each new term.

- Structured frameworks like team games with prescriptive rules are used in PSHE sessions and help to reinforce the importance of playing by the rules to ensure fairness and equity.
- Learners see that rules protect fairness and enable everyone to take part safely.

3. Individual Liberty

- Pupils are encouraged to experiment, take reasonable risks, and express their own ideas without fear of being “wrong.”
- PSHE promotes freedom of expression, allowing learners to develop self-confidence and independence.
- Topics often highlight that there is no single “correct” choice in life, which supports individuality.

4. Mutual Respect

- Group work and peer-feedback activities help pupils learn to listen to and value each other’s perspectives.
- PSHE stresses respectful communication when discussing topics, fostering a culture of kindness and encouragement.
- Learners gain appreciation for diverse approaches within their classroom community.

5. Tolerance of Different Faiths and Beliefs

- PSHE often draws on a wide range of traditions, cultural influences, and historical contexts, enabling pupils to explore worldviews beyond their own.
- Through studying different and global practices, learners develop respect and understanding of varied beliefs and cultural expressions.

PSHE supports Fundamental British values by creating an inclusive, respectful, and open-ended environment where pupils learn to express themselves, collaborate, and appreciate diversity through the sessions.

To access the full British Values document please click on the link [British Values at DHS-final.docx](#)

7. Personal Development

At Daventry Hill School, we consider the development of character to be a key part of personal development.

We define character to be:

- Being able to identify personal strengths and areas of development and be able to use this to set goals.
- The development of resilience, learning from setbacks and persevering.
- Understanding the importance of honesty and acting for the right reasons.
- Understanding their place in the world and the importance of generosity and kindness towards others
- Being able to listen to others
- Developing an understanding of who they are and having self-confidence

These are linked to the four adult EHCP outcomes of employability, independent living, good health and community.

The DfE guidelines state that:

- Schools have a statutory duty, as part of a broad and balanced curriculum, to promote the spiritual, moral, social, and cultural (SMSC) development of pupils and prepare them for the opportunities, responsibilities and experiences of later life. Character education contributes to this duty to promote SMSC.
- The Relationships, Sex and Health Education Statutory Guidance (which applies to all state funded schools) makes clear that this is most effective when schools also actively promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.
- Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life. Schools with clear expectations on behaviour and with well-planned provision for character and personal development can help promote good mental wellbeing.

This clearly links with our Preparation for Adulthood curriculum as well as our SMSC and British Values Curriculum, as detailed above.

In addition to the areas listed in SMSC and British Values above, Personal Development will be highlighted and developed through:

1. Our Employability offer

This includes opportunities to look at how PSHE topics apply in the workplace and how our interactions with others support our career choices. Our enterprise projects often include teamwork, and students are given both choice and voice in what they create. Our world of work offer explores different work settings and these will all require our students to work within the conventions of human interactions and human relationships in order to make themselves understood and to understand others.

2. Community visits and outdoor learning

Outdoor learning both on and off site gives our students the opportunity to explore the natural world and PSHE in nature. Visits to buildings of cultural importance help to develop students understanding of PSHE and its significance in our lives.

To access the full Personal Development document, please click here: [DHS- Confidential Hub - DHS - Confidential Shared Documents - Personal Development - All Documents](#)

8. Inclusion and Accessibility

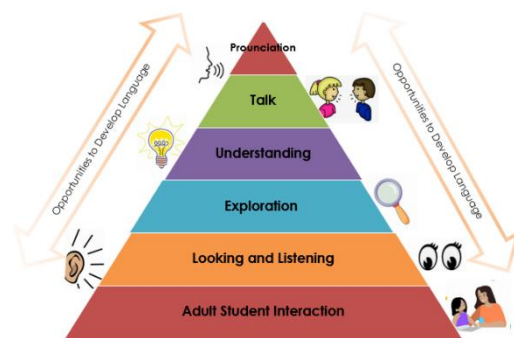
Curiosity and Communication Approach

At Daventry Hill School, the development of curiosity is one of our core values. This is captured in our Curiosity and Communication Approach. There are many opportunities to explore curiosity and communication throughout the teaching and learning of PSHE.

We define curiosity as opportunities for:	What could this look like in PSHE?
Independent thinking	PSHE encourages individuals to form their own perspectives and express personal opinions.
Non-verbal communication	Through photos, videos, role-play, or symbols, we communicate emotions, ideas, and stories. We also use core-boards, visuals and systematic instructions.
Language and verbal communication	Students could use verbal language to explain their work, engage in critiques, or collaborate Enquiry questions and knowledge organisers include subject specific vocabulary. Adults model the use of this
Problem solving	PSHE sessions often involve navigating problems (like moral dilemmas, friendships, or relationships) and finding equitable or innovative solutions
Risk taking	Stepping outside comfort zones, considering something new, or expressing ideas.
Imagination	In PSHE, our experience allows us to bring our pre-conceived ideas forward and provides the time and space to consider if


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	they no longer reflect who we are or want to be. Given this space, we can imagine a new way of living.
Creativity	PSHE provides time and space for students to express themselves, sometimes in a simple way and at other times showing their creative side by thinking outside of their usual comfort zone.
Critical thinking	Students analyse, reflect, and revise their work. They reflect on the queries presented and may challenge each other during discussions.
Lifelong learning	Exploring human relationships, considering new ideas, and drawing from history and contemporary culture. Exploring areas of topical interest.



At Daventry Hill School we use the Language Development Pyramid to support communication and curiosity-based learning.

Some Strategies to use from the Language Development Pyramid in PSHE:

Student interaction 	<ul style="list-style-type: none"> • Play opportunities • Sensory based tasks • Intensive interaction - copy movements, sounds, choices • ShREC • Discussion • Sharing preferences
Looking and listening	<ul style="list-style-type: none"> • Commenting and questioning. 4 comments to 1 question.

	<ul style="list-style-type: none"> • Attention Autism pedagogy- anticipation, waiting, extending lesson time • Modelling 								
<p>Exploration</p> 	<ul style="list-style-type: none"> • Experimenting • Continuous provision • Risk taking • Trying new things • Researching and experiencing 								
<p>Listening, Understanding and Speaking</p> 	<ul style="list-style-type: none"> • PSHE specific key words • Opportunities to share work • Group work • Blanks Level of Questioning <table border="1" data-bbox="576 904 1417 1780"> <tr> <td data-bbox="576 904 842 1144"> <p>Level 1 (Concrete Features)</p> </td> <td data-bbox="842 904 1417 1144"> <p>What is this? (point to an object) Can you find the ___? (e.g., tree, person, house) What colour is this?</p> </td> </tr> <tr> <td data-bbox="576 1144 842 1319"> <p>Level 2 (More detail)</p> </td> <td data-bbox="842 1144 1417 1319"> <p>What is happening in this picture? What do you see in the background?</p> </td> </tr> <tr> <td data-bbox="576 1319 842 1532"> <p>Level 3 (features that can't be seen)</p> </td> <td data-bbox="842 1319 1417 1532"> <p>How is the person feeling? How can you tell? What do you think happened before this?</p> </td> </tr> <tr> <td data-bbox="576 1532 842 1780"> <p>Level 4 (reasoning and problem solving)</p> </td> <td data-bbox="842 1532 1417 1780"> <p>What would happen if we changed the actions or comments? Why do you think the person said that/did that?</p> </td> </tr> </table>	<p>Level 1 (Concrete Features)</p>	<p>What is this? (point to an object) Can you find the ___? (e.g., tree, person, house) What colour is this?</p>	<p>Level 2 (More detail)</p>	<p>What is happening in this picture? What do you see in the background?</p>	<p>Level 3 (features that can't be seen)</p>	<p>How is the person feeling? How can you tell? What do you think happened before this?</p>	<p>Level 4 (reasoning and problem solving)</p>	<p>What would happen if we changed the actions or comments? Why do you think the person said that/did that?</p>
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To access the full document please click on the link [Curiosity Approach.docx](#)

9. Sex Education

DHS recognises that parents and carers have the right to request withdrawal from all or part of sex education. To make such a request they would usually contact the PSHE lead or assistant headteacher, in the first instance.

When a request is received, we will consider meeting with the parents and carers to:

- discuss the background to their request
- offer assurances about our school's approach
- set out the benefits of pupils accessing sex education in school

If parents and carers decline an invitation to a discussion, we will still process their request for withdrawal in the normal way.

If the parents still want withdrawal after such a discussion, unless there are exceptional circumstances, parents and carers' requests will be granted until 3 terms before the pupil turns 16. For example, if the pupil's 16th birthday is in February of year 11, that point would be February in year 10.

At that point, if the pupil wishes to be taught sex education, the school must ensure they receive it in one of those 3 terms and continue to be taught it while the child remains in school.

9.1 Right to withdraw – pupils with special educational needs and disabilities (SEND)

In most cases, there should be no difference in the approach between SEND pupils and other pupils.

However, in cases where the nature or degree of the pupil's special educational need or disability, possibly combined with their domestic or social circumstances, mean that they are demonstrably very likely to be at unusual risk from sexual activity or sexual exploitation, then the headteacher may judge that an exception should be made.

In such exceptional cases, the headteacher may decline a parental request for withdrawal.

The school will inform parents of this right by letter in the half term prior to the lessons being delivered.

10. Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and

respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At DHS we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold their own beliefs, religious or otherwise, and understand that everyone has a right to be accepted, including their differences. Content will be taught sensitively, respecting faith perspectives and ensuring parental engagement and consultation.

Both JIGSAW and the PSHE Association schemes of work ensure that learning about LGBTQ and respectful relationships is fully integrated in all the areas of PSHE learning. They reflect the diverse demographic our students are part of, always emphasising the importance of being kind, compassionate and accepting, and focusing on the qualities of people as human beings. This reflects the core vision and values of DHS.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:
 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

11. Statutory Curriculum Compliance

<u>Framework</u>	<u>Alignment / Evidence at Daventry Hill School</u>
DfE Relationships, Sex and Health Education (2019, 2026 update)	Fully compliant through Jigsaw (Primary) and PSHE Association (Secondary). Content anticipates 2026 updates including consent, online safety, AI/deepfake awareness, and safeguarding.
National Curriculum for Citizenship (2013)	Citizenship embedded within PSHE and SMSC, focusing on democracy, rule of law, equality, and active participation.

Equality Act 2010	Inclusive curriculum reflecting protected characteristics. Embedded LGBT+ and diversity education.
DfE 'Teaching Online Safety in Schools' (2020, updated 2024)	Every ICT session includes a section on online safety. Online safety is also integrated within the JIGSAW PSHE framework and the PSHE Association guidance.