



# Lawrence House School

## PSHCE Policy

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Approved Chair of Governors	Tony Nolan

## 1. Aims

At Lawrence House School, our PHSE curriculum is central to our mission of empowering students in care to achieve and succeed. Rooted in our school's values of personalisation, academic and personal achievement, and improving socialisation, this subject equips our students with the knowledge, skills, and confidence to navigate the complexities of life, develop healthy relationships, and become responsible, resilient citizens.

### *Key Aims*

Our PHSE/RSHE curriculum aims to:

- Foster an understanding of British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance
- Develop students' cultural capital by exposing them to a diverse range of perspectives and experiences
- Support the social, emotional, and mental well-being of our students, many of whom have experienced trauma and adversity
- Empower students to make informed and responsible choices about their health, relationships, and future pathways

### *Content and Skills*

The PHSE/RSHE curriculum at Lawrence House School is structured around three key themes: Health and Wellbeing, Living in the Wider World, and Relationships. Within these themes, students will develop a deep understanding of topics such as mental health, personal safety, financial literacy, healthy relationships, and sex and sexuality. Through a balance of direct instruction, discussion, and practical activities, students will acquire the knowledge and skills to navigate these critical aspects of their lives.

### *Progression*

Our PHSE/RSHE curriculum is carefully sequenced to build upon students' prior learning and address the unique needs of our students. As students progress through the school, the content will become increasingly complex, encouraging them to think critically, make connections, and apply their knowledge to real-world scenarios. This approach ensures that our students are well-prepared for the challenges and responsibilities they will face in their future education, training, and employment.

### *Wider Impact*

By delivering a comprehensive and engaging PHSE curriculum, we aim to support the overall development of our students, fostering the confidence, resilience, and social skills they need to thrive. This subject is vital in helping our students, many of whom have experienced significant adversity, to develop a strong sense of self-worth, build healthy relationships, and make positive contributions to their communities. Ultimately, our PHSE curriculum is a cornerstone of our school's mission to empower students in care to lead confident, happy, and fulfilling lives.

## 2. Statutory requirements

While PSHE as a whole subject is non-statutory, we are required to teach:

- Relationships sex and health education (RSHE) under the Children and Social Work Act 2017, in line with statutory guidance

- Health education under the same statutory guidance

These statutory elements are integrated within our broader PSHE curriculum. For full details of our RSHE provision, refer to our separate RSHE policy

### 3. Content and delivery

#### *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.

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, can be requested through the schools curriculum mapping (Long-Term Plan or Medium-Term Plan)

#### *How we teach it*

Students will have timetabled weekly sessions of PSHE. These lessons will follow the curriculum map however students will have the opportunity to experience other aspects of PSHE through assemblies, volunteering, school trips and outdoor education.

Where possible the school will use outside agencies to deliver aspects of PSHE to enhance the students' experience of certain subjects such as antibullying or gambling awareness.

Due to our personalised approach all students will be able to access the curriculum through differentiated lesson content.

Progress students make will be discussed and shared with parents/carers through PEP, Child Looked After, EHCP, and school reports.

### 4. Roles and responsibilities

#### *The Governing Board*

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has approved this policy and will review it annually. The headteacher is responsible for its implementation.

#### *The Headteacher*

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

#### *Staff*

Staff are responsible for:

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

## ***Students***

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

### **5. Right to withdraw**

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE, except for content covered in the science curriculum. There is no right to withdraw from relationships education or health education.

Requests for withdrawal should be made in writing to the headteacher, who will discuss the request with parents/carers to explore concerns and explain the benefits of receiving this education. The headteacher will document this process and make alternative arrangements for students who are withdrawn.