

Liberty Academy Trust

Personal, Social, Health and Economic Education Policy

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Written By	Director of Education
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1. Introduction

- 1.1. The intent of PSHE lessons is to equip students with knowledge about important life topics, the resilience to seek help and information if they are ever confused or struggling, and the integrity and confidence to stand up for what they know is right.
- 1.2. We aim to equip students now with knowledge that they can use throughout their lives and skills that they can use in all of their subjects. We develop students' Oracy through rich discussions and encourage all to share their opinions in a respectful environment.
- 1.3. PSHE topics are designed to have relevance to students now, and in the future, helping them to develop their aspirations and work towards achieving their goals. Lessons also have a strong focus on tackling discrimination in all its forms and challenging injustice while promoting equality for all.
- 1.4. Students are encouraged to reflect throughout PSHE lessons on the Liberty Academy Trust core values of courage, determination and teamwork. And on their own personal beliefs and values, and how they wish them to underpin their actions, both at school and in the real world.
- 1.5. Personal, social, health and economic (PSHE) education is an important and necessary part of ensuring our pupils receive a broad education. In our schools, Personal, Social, Health Education underpins children's development as people and supports their quality of life, now and in the future.
- 1.6. We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.
- 1.7. Autism may affect the way a person communicates with and relates to people around them. Learning in our schools is underpinned by our Quality of Life (QOL) framework which aims to ensure every child has access to the best possible developmental opportunities so that they learn more and do more, preparing themselves for life after school.
- 1.8. The teaching of PSHE underpins the QOL curriculum and is reflected in everything we do. Personal, Social, Health and Economic Education (PSHCE) plays a core part in the development an autistic child and young person curriculum each of our schools will offer a specific coherent PSHE programme throughout the age ranges which will be applicable to the abilities and needs of pupils.
- 1.9. We have a clear ethos of respecting each young person, recognising each other's strengths and achievements, as well as equipping pupils with effective support to help minimise any areas of difficulty. We provide a caring and supportive learning environment that facilitates the development of the whole child and promotes their welfare and wellbeing.
- 1.10. As part of our Quality-of-Life Framework we view pupil voice and parent/carers voice to be vital in ensuring we provide each child with the education that is right for them. Through our culture of high expectation and positive regard we seek to develop aspiration in our pupils for their lives beyond school.

1.11. All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

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

- We must teach Relationships Education in the primary phase, and Relationships and Sex Education (RSE) in the secondary phase, under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.
- We must teach Health Education across all phases, also under the same statutory guidance.
- In the primary phase, our teaching must take due regard of the Equality Act 2010.
- In the secondary phase, Sex Education is statutory, and we follow the requirements set out in the Department for Education's guidance.
- This policy also complies with the terms of our funding agreement.

1.13. Refer to our relationships, health and sex education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be found on our school and Trust websites.

2. Embedding the Rights Respecting Schools Award in PSHE

2.1. Our PSHE curriculum is underpinned by the values and principles of the **UN Convention on the Rights of the Child (UNCRC)**, as promoted through our commitment to the **Rights Respecting Schools Award (RRSA)**.

2.2. We believe that children and young people should be empowered to understand their rights and the rights of others, and that this understanding is fundamental to their personal development, wellbeing, and active citizenship. Through PSHE teaching we will promote knowledge and understanding of the UNCRC.

3. Objectives

3.1. The PSHE curriculum will include teaching that aims for pupils to:

- Understand what matters to them and what contributes to a fulfilling quality of life.
- Recognise and maintain a healthy, safe lifestyle—physically, emotionally, and socially.
- Value themselves and others, appreciating diverse perspectives and experiences.
- Build respectful, inclusive relationships based on dignity and mutual understanding.
- Develop confidence, self-awareness, resilience, and a strong sense of identity.
- Understand and advocate for their rights and the rights of others.
- Strengthen communication, social interaction, and emotional regulation skills.

- Explore their neurodivergence (e.g. autism) in affirming, empowering ways.
- Make informed, safe choices online and offline.
- Navigate risks and understand the law and consequences of harmful behaviours.
- Engage positively with their community and wider society.
- Understand democracy, cultural diversity, and responsible citizenship.
- Develop independence, aspiration, and readiness for adult life and work.

4. Operational delivery

4.1. Our approach to delivering specialist PSHE education includes the following key features:

4.2. **Subject teaching:** Schools have a predetermined timetable for all key stages. The PSHE curriculum acknowledges that pupils mature at their own speed and will only cope with new learning when they are developmentally ready. In order to ensure the highest possible level of personal development many aspects will be revisited at later key stages using age-appropriate and suitable, adapted content.

4.3. **Curriculum documentation / schemes of work:** schools will have their own curriculum documentation (curriculum maps) which will set out what will be taught at each key stage in line with statutory guidance. Schools may design their curriculum using PSHE Association thematic programme models for our PSHE curriculum content and objectives.

4.4. **Personalised:** Schools provide a range of opportunities and delivery strategies to meet the individual needs of pupils so each pupils' timetable is adapted and individualised accordingly.

4.5. **Parent/Carer involvement:** Parents/carers will be involved in this aspect of their child's learning through consultation, involvement in planning and in identifying important areas for individual pupil development. The school and parents/carers will work together to inform pupils/pupils of what is being done and why.

4.6. **Pupil Involvement:** Pupils will be actively encouraged to be involved in shaping their own learning. We will aim understand what is important to our pupils for their own quality of life and what they might like to do in the future. This will then inform provision planning. Pupils will be encouraged to take some responsibility for organising and assessing their own learning.

4.7. **Teaching strategies:** PSHE lessons incorporate a range of inclusive strategies, including:

- Retrieval practice and scaffolded teacher input
- Group and independent work
- Visual supports and structured discussion
- Assessment for learning that values knowledge, confidence, and curiosity

This is not an exhaustive list and teachers should refer to the [Teaching and Learning policy for further examples](#).

4.8. **Educational Visits and Visitors to School:** Educational visits and visitors play a vital role in enriching the PSHE curriculum and supporting pupils' personal development.

4.9. All visits and external contributions are planned in line with the school's Educational Visits Policy and Visitors Policy, ensuring they are safe, purposeful, and inclusive. Visits are designed to provide real-world learning experiences that enhance pupils' understanding of key PSHE themes such as community engagement, safety, wellbeing, and citizenship.

4.10. Visitors to school, including professionals, community members, and organisations, are carefully selected to reflect our values and to provide positive, rights-respecting role models. All external contributions are quality assured and adapted to meet the diverse needs of our pupils.

4.11. **Autism Affirming approaches:** Schools will use a variety of autism affirming teaching approaches as appropriate to the group or individual. All of these approaches will be ethical, non-aversive and supported by research. Some approaches used in our schools include:

TEACCH

SPELL (National Autistic Society)

Social stories

Comic strip conversations

4.12. **Transdisciplinary approach:** schools have clinical teams which typically include Psychologists, Speech and Language therapists, Occupational therapists and Positive Behaviour Support Practitioners/Co-ordinators. These professionals will work with all other staff in the schools to support pupils' access to learning and personal, social and health development.

4.13. **Qualifications:** Pupils are supported to gain appropriate nationally recognised qualifications (including academic and vocational qualifications), tailored to individual need.

4.14. **Careers:** Each school will have a careers programme that meets the needs of pupils and supports destination planning. Schools will provide Independent careers advice.

4.15. **Enterprise:** Schools will develop enterprise activities that provide opportunity for cross curricular learning, skills development and preparation for adult life And the world of work.

4.16. **Assembly:** Our school assemblies provide opportunities for pupils to come together. They have a clear theme which wherever possible links to the current curricular theme.

4.17. Assemblies provide opportunities for collective worship and associated spiritual, moral and cultural learning, and may also involve appropriate guests from the local community. Assemblies also provide opportunities to reflect and reward achievement. See our Religious Education and Collective Worship policy. This policy can be found on our school and trust websites.

5. The Teaching of Social, Moral, Spiritual and Cultural Education (SMSC)

5.1. Liberty Academy Trust schools recognise the importance of SMSC in the development of our pupils. SMSC requires schools to establish a positive culture in which pupils thrive. SMSC is broader than PSHE but does encompass much of what is in the PSHE curriculum. Our schools promote:

5.2. The Spiritual development of pupils including:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experience.

5.3. The moral development of pupils including:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding the effects of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

5.4. The social development of pupils including:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

5.5. The cultural development of pupils including:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- understanding and acceptance of Equality, Diversity and Inclusion (EDI)
- ability to recognise, and value, the things we share across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving their understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

6. The Teaching of British Value

- 6.1. Within PSHE all schools have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 6.2. These values were first set out by the government in the 'Prevent' strategy in 2011 and then defined in 2014 guidance. Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values.
- 6.3. Meeting requirements for collective worship, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.
- 6.4. The school's ethos and teaching, which schools should make parents/carers aware of, supports the rule of English civil and criminal law and schools should not teach anything that undermines it.
- 6.5. Fundamental British values are:
 1. Democracy
 2. The rule of law
 3. Individual liberty and mutual respect
 4. Tolerance of those with different faiths and beliefs.
- 6.6. Our schools aspire and aim to:
 - Enable pupils to develop their self-knowledge, self-esteem and self-confidence
 - Support pupils to distinguish right from wrong and to respect the civil and criminal law of England
 - Encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to society
 - Enable pupils to develop knowledge of and respect for public institutions and services in England
 - Promote tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation and respect for their own and other cultures
 - Encourage respect for other people, democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
 - Promote pupils voice and choice and an understanding that the importance of their decisions.

7. Teaching About Consent

- 7.1. Understanding consent is essential to safeguarding, autonomy, and respectful relationships. Our PSHE curriculum ensures that all pupils are supported to:
 - Understand consent as a clear, freely given, informed, and reversible agreement.
 - Recognise that everyone has the right to make decisions about their own body, thoughts, and personal information.
 - Explore how to give, seek, and withdraw consent in everyday situations, including friendships, relationships, and online interactions.
 - Understand the legal and ethical frameworks around consent, including age of

consent and capacity to consent.

- Develop the confidence to communicate boundaries, respect others' boundaries, and seek help when needed.

7.2. This teaching is embedded across relevant PSHE topics and may be reinforced in individual keyworker sessions where appropriate.

8. Teaching About Mental Capacity

8.1. As part of our PSHE curriculum, pupils are taught about mental capacity in ways that are accessible, inclusive, and developmentally appropriate.

8.2. Understanding mental capacity is especially important for autistic pupils, as it:

- Empowers them to make informed decisions.
- Supports their ability to communicate consent clearly.
- Encourages self-advocacy and autonomy.
- Helps protect them from exploitation or coercion.
- Recognises and respects diverse communication and processing needs.

Pupils learn that:

- Mental capacity can vary depending on the situation.
- People may need support to understand information and make choices.
- Everyone has the right to be involved in decisions about their own lives.
- Capacity is a legal concept relevant to areas such as:
 - Medical decisions
 - Relationships and sexual consent
 - Financial or digital safety

8.3. This knowledge helps pupils navigate adulthood with confidence, protection, and independence.

8.4. This teaching is embedded across relevant PSHE topics and maybe reinforced in individual keyworker session. At key transition points keyworkers / form teachers will record information related to mental capacity on the Capacity assessment MS form – which will be stored on CPOMS.

9. Roles and responsibilities

9.1. The responsibilities of the Liberty Academy Trust Board of Trustees

- Ensure the Executive Team ratify and regularly review this policy to ensure it conforms to relevant law and guidance.
- Hold the Executive Team and school Principals to account for the implementation of this policy.
- Ensure that the PSHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.

9.2. The responsibilities of the Local Committee

- Ensure local procedures are in place to effectively implement this policy

within the school.

- To keep themselves informed through regular meetings with staff and visits to the school.
- Monitor the effectiveness of the policy and advise of Liberty Academy Trust board of any necessary amendments.
- Appointing a governor who will review the effectiveness of implementation and report back to the LGB on a regular basis.
- The Liberty Academy Trust Trustees are responsible for this policy while Local Committees will monitor its implementation in each school.
- To ensure that any issue that may be perceived as a potential reputational risk to the trading name of the Liberty Academy Trust is referred to the board.

9.3. The responsibilities of the Principal

- Ensure all relevant staff are aware of this policy, receive appropriate professional development and local procedures are followed.
- To ensure that the specialist curriculum facilitates the personal and social development of all pupils and underpins all aspects of the curriculum through a whole school approach.
- To ensure all staff have the appropriate training to enable them to understand and implement this policy and its procedures.
- To inform parents/carers of this policy, curriculum content and their right to withdraw their child from Sex education.
- To engage outside agencies to support the teaching PHSE in the school
- To ensure pupils and parents/carers contribute to the development of individual PHSE programmes.

9.4. The responsibilities of the Personal & Social Development Lead/subject teacher

- To support and monitor the implementation and development of this policy and the PHSE curriculum throughout the school.
- Be responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a comprehensive PSHE education that achieves the aims laid out in this policy.
- To ensure that adequate assessment procedures for tracking pupil progress in this area are in place.
- To coordinate staff training for personal & social development
- To manage any allocated curriculum budget, procuring appropriate resources.
- Work with the Clinical team and other teachers within the school to track non-academic progress over time at individual and whole school level.

9.5. The responsibilities of Staff

- All staff are required to understand the importance of personal & social development for young people we support and should feel confident in delivering all aspects of the personal & social development curriculum.
- To provide a safe and secure environment where pupils feel able to discuss personal issues.
- Handle issues that arise with sensitivity and without bias.
- Answer questions factually and if necessary seek guidance from the PSHE Co-Ordinator or leadership team on how to respond to difficult questions.
- To carry out individual and group teaching and report on progress.
- To work with external professionals in the development and delivery of personal & social development teaching.

9.6. The responsibilities of Parents and Carers

- To work in close partnership with the school and their child to address key issues relating to personal & social development.

9.7. The responsibilities of Pupils

- Listen, be considerate of other pupils' feelings and beliefs
- Comply with class-set confidentiality rules and support one another with issues that arise during class.
- Comply with the behaviour policy

10. Evaluation of Policy

- 10.1. This policy will be reviewed on an annual basis for its effectiveness and to ensure it takes account of current legislation.
- 10.2. The delivery of PSHE will be monitored by the school's leadership team and by who in turn will inform the executive team about any required changes to policy.

11. Equality Impact Assessment

- 11.1. In application of this policy we strive to make the personal & social development curriculum relevant and accessible to all pupils regardless of age, culture, disability, gender, sexual orientation, religion or social class.
- 11.2. The PSHE curriculum is designed to actively promote belonging and inclusive representation. The resources we use reflect the multicultural society in which we live. Teaching approaches and resources will enable all pupils to have equal opportunities to participate in the PSHE curriculum regardless of their culture, gender or religion.
- 11.3. Content is taught sensitively and inclusively with respect to the backgrounds of parents/carers and pupils. We will not re-enforce stereotypes and will actively challenge prejudice.
- 11.4. The school understands Autistic pupils are entitled to learn about PSHE and the curriculum will be designed to be inclusive of all pupils. Pupil voice is used to shape content of the curriculum.
- 11.5. The school recognises that some pupils may be more vulnerable to exploitation, bullying, and other challenges. Teachers will be aware of these risks and may need to liaise with other members of the transdisciplinary team, adapt their planning, and be more explicit in their delivery to ensure the curriculum is appropriately accessible and supportive.
- 11.6. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law. Staff should be trained to deliver PSHE in a way that is culturally responsive and identity-affirming.