Personal, Social, Health and Economic Education Policy

In Toto Ed Group Ltd

Policy reference: GSP23

Applies to

Site	Applies (Yes / No)
In Toto Ed London — Independent Special School	Yes
In Toto Ed Cambridge — Independent Special School	Yes
In Toto Ed Peterborough Post-16 Provision	Yes

Applies to In Toto Ed London and In Toto Ed Cambridge as a requirement of the Independent School Standards, and to the Peterborough Post-16 Provision as a matter of group policy — see 2.6.

Document control

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Status	Approved
Policy owner (role)	Emily Gunton, Proprietor
Author	Simon Gunton, Proprietor. V1.0 to V1.2 were written by Camilla Beecham.
Approved by	Emily Gunton, Proprietor
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Publication	Staff shared area and the curriculum handbook. NOT required to be published on the website — see 2.7.
Equality impact considered	Yes — see section 11
Personal data processed	Yes — see section 12
Related policies	See section 13

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1. Purpose and aims

1.1 This policy covers personal, social, health and economic education at all three In Toto Ed provisions. It works alongside GSP22 Relationships and Sex Education, SG45 Anti-Bullying, the safeguarding policies and the behaviour policies.

1.2 Our students arrive having often had a poor experience of education and, for many, of adults. PSHE is where a good deal of the repair work happens. It is not an add-on to the curriculum here; for some students it is the part of the week that does most to change what happens to them afterwards.

- Promote the spiritual, moral, social and cultural development of students, and their mental and physical development.
- Prepare students for the opportunities, responsibilities and experiences of adult life.
- Give students the knowledge and skills to manage their own lives — health, money, relationships, risk, and knowing when and how to ask for help.
- Build resilience, self-esteem and the ability to make a decision and live with it.
- Encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010 — which is the express wording of the standard this policy meets.

2. What the law requires of us, precisely

2.1 This section is longer than it would be in a mainstream school policy, because the position for independent schools is commonly stated wrongly.

2.2 PSHE is required by the Independent School Standards

PARAGRAPH 2(2)(d) OF THE SCHEDULE requires the curriculum to include personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics. That is the duty.

2.3 Health education reaches us through PSHE

The statutory health education regulations and guidance do not apply to independent schools. It does not follow that health education is optional. Independent schools make provision for the health education element of PSHE under paragraph 2(2)(d) instead. The route is different; the expectation is not. V1.2 cited the 2019 Regulations as though they bound us. They do not, and saying they do misdescribes our own duty.

2.3.1 In practice we teach the health content the national guidance sets out — mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs alcohol and tobacco, health and prevention, basic first aid, and changing adolescent body — because it is the right content, not because a regulation compels it.

2.4 Relationships and sex education is a separate policy and a separate duty

GSP22 governs. Paragraph 2A of the Schedule is the standard, it carries its own requirements including parental consultation before the policy is made or revised, and it is not restated here. Where PSHE and RSE content meet, GSP22 governs the RSE part, including the parental right to request a student be excused from sex education.

2.5 Careers

Paragraph 2(2)(e) requires appropriate careers guidance for students receiving secondary education. GSP7 Careers Education and Independent Advice and Guidance governs. The economic education element of PSHE — money, work, budgeting, the world of employment — sits in this policy and is taught alongside it.

2.6 Peterborough

The Peterborough Post-16 Provision is not a registered school and the Independent School Standards do not apply to it. IT FOLLOWS THIS POLICY AS A MATTER OF GROUP POLICY because the content is as relevant there as anywhere, and arguably more so for students about to leave education altogether.

2.7 Publication

Paragraph 2(2)(d) is not in the paragraph 32(3)(d) list, so this policy does not have to be published on the website or provided to parents on request. Curriculum particulars must be published, and GSP20 carries those. We make this policy available to parents who ask for it because there is no reason not to.

3. Roles

Emily Gunton, Proprietor	Owns this policy and approves it. Curriculum oversight across the group.
Head of School, or Head of Provision at Peterborough	Responsible for PSHE being well led, properly planned and actually taught; that staff are trained and resourced; and that risk assessments are completed for sensitive topics and visiting speakers.
PSHE curriculum lead	Develops and reviews the curriculum, monitors delivery and impact, supports staff, and approves external materials in advance under section 8. Matt Godden at London. Imogen Axton at Cambridge. Trine Whittemore at Peterborough.
Group Director of Safeguarding and Student Welfare	Assures the safeguarding dimension: that disclosures arising in PSHE are handled properly, and that the curriculum addresses the risks our students actually face.
All staff who teach PSHE	Teach in line with this policy, model the attitudes it describes, respond to individual need, and follow the safeguarding procedure when a lesson prompts a disclosure.
Students	Expected to take part and to respect the ground rules at 7.2. PSHE is not optional — the exception at 2.4 is to sex education under GSP22, not to PSHE.

4. The curriculum

4.1 Key Stages 3 and 4

Taught in planned units across the year, revisited rather than covered once. The three strands are personal and social; health and wellbeing; and economic and preparing for adulthood. Content is sequenced so that the harder material arrives after the ground rules and the relationships that make it teachable.

4.2 Post-16 — the two pathways

Independent living pathway	ASDAN-accredited. Daily living, travel, budgeting, health, personal safety, rights and entitlements, and the practical business of adult services.
Academic and Vocational pathway	Level 2 and Level 3. Workplace behaviour, employment rights, money and tax, and the social demands of a working environment.

4.2.1 Preparing for adulthood is not a post-16 topic that begins at sixteen. It runs from Year 7 and is planned with the SENCO against each student's EHC plan outcomes, so that PSHE and the annual review are pulling in the same direction.

4.3 Multi-agency work

Where a student is working with health, social care, youth justice, careers services or an adult services team, the PSHE curriculum lead and the SENCO make sure what we teach and what those services are doing are not in conflict.

5. How we show the standard is met

5.1 The standard requires PSHE that reflects our aims and ethos and encourages respect for others with particular regard to the protected characteristics. The following is the evidence:

- A written long-term plan for each key stage and each post-16 pathway, naming where each element is taught.
- Work scrutiny and learning walks each term.
- Student voice, gathered half-termly, including from students who do not volunteer it.
- A termly report to the proprietors on coverage, engagement and what changed as a result.

6. Assessment and monitoring

6.1 PSHE is assessed for understanding and for change, not graded. What matters is whether a student can do something they could not do before — register with a GP, challenge something unfair, say no, manage a budget, recognise coercion.

6.2 Baseline at the start of a unit, review at the end, and a record on Provision Map where the work relates to an EHC plan outcome.

6.3 Low engagement in PSHE is treated as information, not misbehaviour. A student who will not engage with a unit on relationships or drugs may be telling us something. It is reported to the Designated Safeguarding Lead where that is the better reading.

7. Safeguarding and emotional safety

7.1 Pshe prompts disclosures. That is a sign it is working, and it has to be planned for rather than reacted to. Staff teaching sensitive content tell the Designated Safeguarding Lead in advance so support is available that day and the day after.

- GROUND RULES are agreed with each group before sensitive work and revisited, including that nobody is required to share anything personal and that staff cannot promise confidentiality.

- DISTANCING TECHNIQUES — scenarios, third-person case studies, fiction — are used so a student can explore something without having to own it in front of peers.
- A disclosure is handled under the safeguarding policy for that provision and is never dealt with in front of the group.
- Content is planned with knowledge of the students in the room. Where a student has experienced what is about to be taught, the teaching is adapted or they are prepared for it beforehand — not excluded from it without thought, which is its own harm.

7.2 Our students are disproportionately likely to have experienced the things pshe teaches about. Exploitation, coercion, loss, substance misuse at home, and contact with services are not hypothetical for this cohort. The curriculum is written on that assumption.

8. Visitors and external contributors

8.1 An external contributor may bring expertise we do not have. They may also bring material that is inaccurate, moralising, or unsuitable for students who have lived it.

- GSP26 Visiting Speaker Policy applies in full, including the Prevent duty considerations.
- Materials are seen and approved in advance by the PSHE curriculum lead. Not a summary — the material.
- A member of In Toto Ed staff remains present throughout and retains responsibility for the session.
- The session is evaluated afterwards, by staff and by students, and the evaluation decides whether the contributor returns.

9. Parents and carers

9.1 Parents are told what is being taught and when, through the curriculum information issued each term.

9.2 A parent who wants to see the materials may do so. A parent who is concerned about content raises it with the Head of School, and GSP30 Complaints applies if it is not resolved.

9.3 The right to request withdrawal applies to sex education under gsp22, not to Pshe. A parent cannot withdraw a student from health education, relationships education, or the economic and preparing-for-adulthood content, and this policy says so plainly so that the conversation starts from the right place.

10. Training

10.1 PSHE is taught by staff who have been prepared for it. A member of staff asked to teach sensitive content without training is being set up to handle a disclosure badly.

10.2 Training covers the curriculum content, handling disclosures, managing a discussion that goes somewhere unplanned, and the staff member’s own wellbeing when the material is close to home for them too.

11. Equality

11.1 PSHE is for every student, including those with the most complex needs. Adaptation is to the method, not to the expectation — 1.3.

11.2 Content reflects the students we have and the world they live in, including disabled people, LGBT people, people of different faiths and none, and different family structures. A curriculum in which no student recognises themselves teaches something it did not intend to.

11.3 Delivered in a trauma-informed way, which means predictable structure, advance warning of sensitive content, and a route out of the room that does not require an explanation in front of peers.

12. Data protection

12.1 PSHE generates records about students — engagement, participation, sometimes disclosure. Only what is necessary is recorded.

12.2 A disclosure is recorded on CPOMS under the safeguarding policy, NOT in a curriculum record. Assessment records show what a student can do, not what they revealed.

12.3 HR4 and its Appendix A retention schedule govern.

13. Related policies

- GSP22 Relationships and Sex Education · GSP20 Curriculum · GSP9 Assessment, Reporting and Feedback · GSP7 Careers Education and Independent Advice and Guidance
- GSP12 British Values and SMSC · GSP26 Visiting Speaker Policy · SG45 Anti-Bullying · SG42 Online Safety and Social Media
- SG56, SG36 and SG57 Safeguarding and Child Protection · SG55 Child and Adult Exploitation · SG61 Safeguarding Contacts and Named Roles
- SG37, SG47 and SG48 Behaviour and Relationships · GSP11, GSP33 and GSP31 SEND · HS5 First Aid · HS21 Allergy Safety · HR4 Data Protection