



PSHCE POLICY

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Policy Reviewer	Director – Kane Wilson
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Changes since last review	-
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1. INTRODUCTION

This PSHE (Personal, Social, Health and Economic Education) Policy outlines the aims, objectives and approach to supporting the personal development and wellbeing of children and young people attending The Ark. Although we are not a formal school setting, our provision supports children who are on roll at local schools and who may find mainstream education challenging. Our focus is on social, emotional and mental health support through animal-assisted activities, forest school experiences, and smallholding tasks, all of which link to PSHE values and the wider national curriculum.

2. AIMS OF PSHE AT OUR PROVISION

- To promote the personal, social and emotional development of each child.
- To build resilience, self-esteem, confidence and independence.
- To support children in developing positive relationships, empathy and respect for others.
- To encourage healthy lifestyles, including physical activity, time outdoors, and positive mental wellbeing.
- To provide opportunities for learning about responsibility, safety and decision-making through practical activities.
- To ensure children feel safe, valued and included.

3. OBJECTIVES

Our provision ensures that:

- Children are given opportunities to explore feelings and emotions in a safe and supportive environment.
- Activities link to key aspects of the PSHE curriculum, including health and wellbeing, relationships and living in the wider world.
- Practical experiences (animal care, gardening, team tasks) develop teamwork, problem-solving, and life skills.
- Children are supported to communicate effectively, manage conflict, and work collaboratively.
- Children learn about responsibility and safety in real-life contexts, e.g. animal welfare, tool use, outdoor risk awareness.

4. CURRICULUM CONTENT

Although we do not deliver formal lessons, our provision embeds PSHE through:

- **Health & Wellbeing:** Outdoor activity, nutrition education through growing and cooking, animal care promoting responsibility.
- **Relationships:** Teamwork in smallholding and forest school tasks, empathy and communication skills, conflict resolution.
- **Living in the Wider World:** Responsibility for animals and tools, environmental awareness, sustainability, learning about the value of work and contributing to a community.

All sessions are planned with safeguarding and wellbeing in mind, with staff modelling respectful communication and positive behaviour.

5. TEACHING & LEARNING APPROACH

- Activities are practical, experiential and child-centred.
- Staff model positive behaviour, communication and respect.
- Learning is responsive to individual needs, with an emphasis on nurture and emotional regulation.
- Reflection is built into activities, allowing children to discuss feelings, achievements and challenges.

6. SAFEGUARDING & INCLUSION

- Safeguarding is a priority in all aspects of our work, and our staff follow the safeguarding procedures of Leeds local authority.
- We provide a safe and inclusive environment where diversity is respected and celebrated.
- Activities are differentiated to meet the needs of all children, including those with SEND.

7. ROLES & RESPONSIBILITIES

- Staff are responsible for modelling positive relationships, supporting emotional wellbeing, and guiding children in practical PSHE-related learning.
- The Designated Safeguarding Lead ensures that safeguarding and wellbeing are prioritised and liaises with the child's school and family.
- Schools and families are encouraged to work in partnership with us to support consistency in the child's PSHE development.

8. MONITORING & REVIEW

- Children's progress is monitored informally through observation, discussion and reflection.
- Feedback is shared with the child's referring school and parents/carers as appropriate.
- This policy will be reviewed annually, or sooner if required, to ensure it remains effective and relevant.