



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 policy sets out The Ark Smallholding's approach to Personal, Social, Health and Economic (PSHE) education and wider personal development for children and young people attending the provision.

The Ark is an independent non-school alternative provision in Leeds. Pupils remain on roll with their commissioning school and attend The Ark for outdoor alternative provision activities, including animal care, forest school and smallholding-based learning. Our programme supports children who may find mainstream education challenging and places particular emphasis on relationships, wellbeing, confidence, emotional regulation, independence and practical life skills.

The Ark supports and reinforces pupils' personal development through its programme but does not replace the commissioning school's responsibility for providing its statutory Relationships Education or Relationships, Sex and Health Education (RSHE) curriculum. Where appropriate, learning at The Ark will complement the pupil's school curriculum, individual placement objectives and identified needs.

2. AIMS

- Promote the personal, social and emotional development of each child or young person.
- Build resilience, self-esteem, confidence, independence and a positive sense of identity.
- Support the development of healthy, respectful relationships, empathy, kindness and respect for others.
- Promote physical and emotional wellbeing, including healthy lifestyles, time outdoors and positive mental wellbeing.
- Develop responsibility, problem-solving, decision-making and practical life skills through real-life activities.
- Reinforce age- and developmentally appropriate understanding of personal safety, boundaries, consent, help-seeking and safe behaviour online and offline.

- Promote equality, inclusion and respect for difference, and challenge discriminatory or prejudicial language and behaviour.
- Ensure children and young people feel safe, valued, heard and included.

3. CURRICULUM AND PERSONAL DEVELOPMENT CONTENT

The Ark does not deliver a conventional classroom-based PSHE timetable. PSHE and personal development are embedded through practical, experiential activities, everyday interactions, reflective discussion and agreed placement objectives.

HEALTH AND WELLBEING

- Outdoor activity, movement, rest, routines and positive use of the natural environment.
- Food, nutrition and healthy choices where these arise through growing, preparing or cooking food.
- Emotional literacy, self-regulation, resilience, confidence and recognising when support is needed.
- Personal safety and risk awareness in practical contexts, including animals, tools, fire, outdoor environments and site activities.

RELATIONSHIPS

- Teamwork, communication, empathy, cooperation, managing disagreement and repairing relationships.
- Healthy and respectful relationships, personal boundaries, consent, kindness and recognising behaviour that is unsafe, harmful, controlling or abusive.
- Knowing how and where to seek help, including speaking to a trusted adult.

LIVING IN THE WIDER WORLD

- Responsibility for animals, equipment, the environment and shared spaces.
- Environmental awareness, sustainability and contributing positively to a community.
- Understanding the value of work, reliability, responsibility and practical independence.
- Respect for diversity, equality and the rights and responsibilities of others.

ONLINE SAFETY AND DIGITAL AWARENESS

- Reinforcing safe, responsible and respectful use of technology.
- Recognising harmful, inappropriate or misleading online content and behaviour.
- Understanding privacy, personal information and the importance of seeking help if something online causes concern.

4. RELATIONSHIPS AND SEX EDUCATION

The Ark does not routinely deliver a standalone sex education curriculum. The commissioning school remains responsible for ensuring that pupils receive the statutory curriculum that applies to their setting.

Where sensitive relationships, health or sexual-health matters arise naturally through conversation, disclosure or safeguarding concerns, staff will respond in an age-appropriate, factual

and safeguarding-informed manner. Where appropriate, The Ark will liaise with the pupil's commissioning school and follow safeguarding procedures.

Any planned delivery by The Ark of specific RSHE content beyond the normal scope of the provision will be agreed with the commissioning school in advance and will take account of the pupil's age, developmental stage, SEND, communication needs and individual circumstances.

5. TEACHING AND LEARNING APPROACH

- Learning is practical, experiential, relationship-based and child-centred.
- Staff model respectful communication, safe boundaries, positive relationships and responsible behaviour.
- Activities are responsive to individual need and make use of nurture, co-regulation and opportunities for successful participation.
- Reflection is built into activities so that pupils can discuss feelings, achievements, choices, challenges and next steps.
- Staff avoid creating unnecessary pressure for pupils to disclose personal experiences in group discussion.
- Where a pupil makes a disclosure or raises a safeguarding concern, staff follow The Ark's safeguarding and child protection procedures.

6. SAFEGUARDING AND PREVENTATIVE EDUCATION

Safeguarding is integral to PSHE and personal development at The Ark. Staff use everyday interactions and planned activities to reinforce age- and developmentally appropriate messages about safety, healthy relationships, boundaries, consent, bullying, discrimination, online harms, recognising unsafe behaviour and seeking help.

All staff follow The Ark's Safeguarding and Child Protection Policy and associated procedures. Safeguarding concerns are passed to the Designated Safeguarding Lead in accordance with those procedures and, where appropriate, information is shared with the commissioning school and other agencies.

7. INCLUSION, SEND AND EQUALITY

The Ark is committed to a safe and inclusive environment in which children and young people are treated with dignity and respect.

- Teaching, discussion and activities are adapted to pupils' age, developmental stage, communication needs, SEND, vulnerabilities and individual circumstances.
- Reasonable adjustments are made where required to enable participation and understanding.
- Staff use accessible language and practical or visual approaches where appropriate.
- Equality, diversity and respectful relationships are promoted, and discriminatory or prejudicial language and behaviour are challenged appropriately.

8. PUPIL VOICE

Children and young people are encouraged to contribute their views about their learning, wellbeing and experience of the provision in ways appropriate to their age, communication

needs and development. Their views may inform individual planning, reviews and adjustments to activities.

9. ROLES AND RESPONSIBILITIES

THE DIRECTOR / DESIGNATED SAFEGUARDING LEAD

- Ensures safeguarding and wellbeing are prioritised across the provision.
- Ensures this policy is reviewed and that practice remains aligned with relevant guidance and The Ark's wider policy framework.
- Liaises with commissioning schools, parents/carers and other professionals where appropriate.

STAFF

- Model positive relationships, communication, equality and safe behaviour.
- Support pupils' emotional wellbeing and personal development through practical activities and reflective discussion.
- Identify and report safeguarding or wellbeing concerns in accordance with The Ark's procedures.

COMMISSIONING SCHOOLS

- Retain responsibility for the pupil's overall curriculum and statutory RSHE provision.
- Share relevant information, intended outcomes and identified needs so that the placement can complement the pupil's wider education.
- Participate in reviews and receive relevant progress or safeguarding information in accordance with agreed arrangements.

10. PLANNING, MONITORING AND REVIEW

Relevant PSHE and personal-development outcomes are identified through session planning, individual placement objectives and information provided by the commissioning school.

Progress is monitored proportionately through staff observation, pupil discussion and reflection, engagement in practical activities and review information. Relevant feedback is shared with the commissioning school and parents/carers as appropriate and in accordance with information-sharing and safeguarding requirements.

The policy will be reviewed annually, or sooner where there is a significant change to legislation, statutory guidance, commissioning expectations or the nature of the provision.