

The Potteries School

• **ABERMULE NEWTOWN POWYS SY15 6JH** •

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POLICY: PSHE policy

COMPILED	IMPLEMENTED	COORDINATED	REVIEWED
18/09/2025	01/09/2025	Andy Joynson	15/09/2026

THE SCHOOL

The Potteries School is an Independent School operating within the Greenfields Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors. The Potteries School is one of the key elements in an integrated, tripartite model of care, education and therapy for learners experiencing social, emotional and mental health difficulties (S.E.M.H.) in mid-Wales. All our learners are Looked After Children and present complex needs with regard to interpersonal, emotional and social issues.

The Potteries School provides a positive, supportive and child-centred educational environment for all its learners. Through a process of creating a safe learning space, building effective teacher-learner relationships and precision identification of individual learning need, the School supports learners to achieve and attain and prepare for the next steps on the educational ladder.

THE PURPOSE OF THE SCHOOL

The School supports the following mission statement:

We would like our learners to restart their educational experience with confidence and resume a pattern of learning in order to progress, attain and achieve.

And the following associated set of aims:

- Empower learners to participate in their own education planning
- Support learners to reengage and to rediscover enjoyment in education
- Provide a safe, secure learning environment to encourage engagement
- Help learners to achieve, attain and progress academically
- Assist learners to develop the skills for positive social interaction
- Prepare learners for the next step on their educational pathway
- Provide opportunities that compensate for earlier missed experiences
- Inspire learners to invest in their own future development

CULTURE AND THEOS OF THE SCHOOL

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Many of the learners have a history of school exclusion or had limited access to learning prior to admission. Most have been unable to manage in a formal educational setting and often the risks their behaviours present has impacted on their ability to be educated alongside large peer groups.

The education offered at the Potteries School seeks to reengage learners in a creative and meaningful curriculum, assisting them to catch up on missed learning and an assessment programme that identifies their learning needs accurately. All learning is offered in an inclusive environment and delivered by education professionals with an understanding of the needs of the learners, working to build self-esteem and learning confidence, develop peer relationships and progress independent learning skills.

THE RIGHT WAY

The Right Way PRINCIPLE	THIS MEANS:	ORGANISATIONS WILL:
EMBEDDING	Putting Children's Rights (UNCRC) at the core of planning and the delivery of services for children and young people	○ Make links to Children's Rights (UNCRC) in their plans. ○ Agree on a structure of how they make sure children's rights are taken into account at all levels of decision making. ○ Make sure that leaders and staff have a good knowledge of children's rights (UNCRC), and help them understand how it can benefit their work.
Equality and NON-DISCRIMINATION	Ensure that every child has an equal opportunity to be the best they can be and that no child has to ensure poor life chances due to discrimination	○ Make sure staff have up-to-date knowledge of the Equality Act and receive training to increase their awareness of different groups of children and young people's needs. ○ Give information to children in a language or format appropriate for their age, culture, or ability. ○ Analyse data and consider which groups of children are not accessing your services, and why - can use our a children's rights impact assessment.
EMPOWERING children and young people	Giving children the knowledge and confidence to use their rights and hold organisations and individuals that affect their lives to account	○ Give children the information they need to influence decisions that affect them (e.g. simple language reports). ○ Involve children and young people by giving them the opportunities/ training/ information they need to influence decisions that affect them. ○ Build relationships with groups of young people to allow them to regularly give ideas and feedback. E.g. youth groups/forums.
PARTICIPATION	Listening to children and taking their views seriously (as guaranteed by Article 12 — UNCRC).	○ Develop clear targets to listen to children and young people from marginalised groups. ○ Involve children directly in the design, monitoring and evaluation of services they receive (this can include involving children in recruitment of staff). ○ Adopt Wales' National Participation Standards for Children and Young People, to make sure when children participate, their experience is a quality one.
ACCOUNTABILITY	Organisations and individuals should be accountable to children for the decisions and actions which affect their lives.	○ Publish an accessible annual update showing how they've worked towards making children's rights a reality. ○ Feedback regularly to children in a suitable format. ○ Provide children with accessible information on how to provide feedback about services or to how to make a complaints and hold staff to account.

A DEFINITION OF PERSONAL, SOCIAL AND HEALTH EDUCATION

P.S.H.E. comprises all that the college undertakes to support and promote the personal and social development and well-being of its learners. At the Potteries School, the majority of the course is classroom – based but will also include some elements in other areas of the curriculum.

P.S.H.E. education is a planned programme of learning through which learners acquire the knowledge, understanding and skills they need to manage their lives. It also contributes to our statutory responsibilities in providing a broad - based and balanced curriculum that meets the needs of all our learners and helps promote the spiritual, moral, cultural, mental and physical development of learners preparing them for the opportunities, responsibilities and experiences of later life. This is reinforced by the school also:

- Working towards being a UNICEF Rights Respecting school
- Having a set of school expectations that complies with the law
- Promoting e-Safety and general wellbeing
- Operating a behaviour policy that keeps learners safe

Personal wellbeing covers issues such as sex and relationships education, drug and alcohol education, emotional health and well-being, diet and healthy lifestyle and safety education. While economic well-being covers issues such as careers education, work-related learning, enterprise education and financial capability.

Research evidence clearly shows that P.S.H.E. can improve the physical and psychosocial wellbeing of learners and 'provides an opportunity to provide or enhance skills such as perseverance, conflict resolution, emotional intelligence, self-management, self-respect, team work, locus of control, time and stress management'.

Statutory Requirements

P.H.S.E. is a statutory element within the basic curriculum for pupils aged 7 to 16. It is the responsibility of schools to plan and deliver broad, balanced P.S.H.E. provision to meet the specific needs of all learners.

Aims of PSE

P.S.H.E reflects the aims of the PSE Framework for 7 to 19 year olds in Wales (2008). In addition, the school aims for personal and social development are to assist the individual to develop qualities of self-esteem, respect, and care for others, positive

attitudes, a commitment to learning for life, a sense of belonging to society and confidence in coping with life in a changing world.

Activities which take place outside normal educational settings and times may be very significant to personal and social development. It is important that due recognition is given to all the experiences which may be part of education for personal and social development without giving undue significance to those which are amenable to formal assessment.

- have an appropriately positive regard for self, and for others and their needs
- develop life skills to enable them to participate effectively and safely in society
- identify, review and evaluate the values they and society hold and recognise that these affect thoughts and actions
- take increasing responsibility for their own lives.

Links with Other Policy Statements

Other policies refer to P.S.H.E. related issues and should be read in conjunction with this policy statement. These might include

- Anti bullying policy
- Behaviour policy
- Health & Safety policy
- Risk assessment policy
- Safeguarding policy

The delivery of P.S.H.E.

PSE is delivered in distinct PSE lessons throughout KS3 and KS4. In addition to this, regular tutor periods enhance the programme by offering informal work towards wellbeing.

Personal, social and and heath education is delivered through the ASDAN Short Course. The elastic nature of the course means that it can be individualised to learner need although most learners undertake modules 1 and 2 as a matter of course as these are areas that always prove difficult for them to manage their behaviour around. The course outcomes are accredited and the level of qualification dependent on how many modules are completed.

Module 1	Emotional wellbeing
Module 2	Keeping safe and healthy
Module 3	Social media
Module 4	Alcohol
Module 5	Tobacco and drugs

- Module 6 Sexual health
- Module 7 Respectful relationships
- Module 8 Families and parenting
- Module 9 Financial choices
- Module 10 Careers and your future
- Module 11 Living in modern Britain

Assessment is carried out on a modular basis with credits being achieved on completion of a topic area.

REVIEW

This policy and procedures will be reviewed and updated on an annual basis to ensure continued compliance with The Education (Independent Schools Standards) Regulations 2014, the Independent School Standards (Wales) 2024 and relevant guidance issued by the DfE and Welsh Government.

This document will be next reviewed on **14/09/2027**.