

MY OASIS

Therapeutic Alternative Provision

Personal, Social, Health and Economical (PSHE) Policy

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Statement of Intent

At *My Oasis Therapeutic Alternative Provision (TAP)*, an Independent Special School, we recognise that while **PSHE (Personal, Social, Health and Economic education) is not a statutory subject in its entirety**, it plays a **vital role in safeguarding, personal development, and preparation for adulthood**. We therefore deliver PSHE as a core element of our curriculum, incorporating the statutory requirements for **Relationships, Sex and Health Education (RSHE)** and going beyond them to address the wider needs of our students.

Our intent is to provide a **trauma-informed, inclusive, and safeguarding-led curriculum** that equips students with the knowledge, skills, and resilience to thrive both within and beyond school. Through PSHE, students are supported to develop the personal and social competencies needed to stay safe, make informed choices, and lead healthy, fulfilling lives.

PSHE at My Oasis TAP is not taught in isolation. It is fully embedded within our **safeguarding and behaviour approaches**, ensuring that students develop:

- **Emotional literacy and resilience** to manage their well-being.
- **Respectful, safe relationships**, underpinned by understanding of consent, equality and diversity.
- **Digital resilience**, enabling them to recognise and respond to online risks, including AI-related challenges and harmful behaviours.
- **Critical thinking skills** to evaluate information and make responsible decisions.
- **Citizenship values**, including democracy, the rule of law, liberty, respect, and tolerance.
- **Preparation for adulthood**, including financial literacy, employability, independence, and social responsibility.

This approach ensures that PSHE at *My Oasis* TAP not only fulfils statutory RSHE requirements but also reflects the **complex needs of our students** and the **real-world challenges** they face. In doing so, it makes a direct contribution to safeguarding, wellbeing, and the personal development strand of the Ofsted framework.

This policy should be read **alongside the following documents**, which together ensure a coherent and safeguarding-led approach to students' personal development:

- **RSHE Policy**
- **E-Safety and Acceptable Use Policy**
- **Safeguarding and Child Protection Policy**
- **Behaviour Policy**
- **SEND Policy**
- **PSHE/RSHE Curriculum Maps (KS3 & KS4)**

Legal and Statutory framework

At *My Oasis TAP*, PSHE is delivered in line with statutory requirements and national guidance. While **PSHE as a whole is not statutory**, it provides the framework within which we deliver **statutory Relationships, Sex and Health Education (RSHE)** and other safeguarding-led content that prepares students for life in modern Britain.

Our PSHE and RSHE curriculum is underpinned by the following legislation and guidance:

Statutory Requirements

- **Education Act 2002** – places a duty on schools to provide a broad and balanced curriculum that prepares students for the opportunities, responsibilities, and experiences of later life.

- **Children and Social Work Act 2017** – makes Relationships Education (primary), Relationships and Sex Education (secondary), and Health Education (all schools) statutory.
- **DfE RSHE Statutory Guidance (2019, updated 2021, 2023, 2025)** – sets out what schools must teach in Relationships, Sex and Health Education.
- **Keeping Children Safe in Education (KCSIE 2025)** – establishes safeguarding responsibilities for all staff, including in relation to harmful sexual behaviours, online risks, extremism, and exploitation.
- **Equality Act 2010** – requires schools to promote equality of opportunity, foster good relations, and prevent discrimination on the basis of protected characteristics.
- **Health and Safety at Work etc. Act 1974** – places a duty of care on schools for the health and safety of students and staff.

Safeguarding & Wider Duties

- **Working Together to Safeguard Children (2023)** – multi-agency guidance setting out the duty to safeguard and promote student welfare.
- **Children Acts 1989 & 2004** – establish the legal duty to protect children from harm.
- **Counter-Terrorism and Security Act 2015 (Prevent Duty)** – requires schools to protect students from radicalisation and extremist influences.

British Values

As part of our statutory duties, we actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These are embedded within the PSHE curriculum and reinforced across school life.

Curriculum Aims and Objectives:

At My Oasis TAP, PSHE is delivered to promote the **personal, social, emotional, and moral development** of all students. It is designed to help them make informed decisions, manage risk, develop resilience, and prepare for adult life. PSHE is delivered in a **safe, trauma-informed, and inclusive environment**, with RSHE embedded and safeguarding, wellbeing, and British values integrated throughout.

The curriculum aims to:

1. Promote Healthy Relationships

- Develop students' understanding of **respect, empathy, consent, and personal boundaries**.
- Encourage students to build **positive, safe relationships** with peers, staff, family, and the wider community.
- Equip students with strategies to **manage conflict, recognise unhealthy relationships**, and seek support when needed.
- Link relationship education with safeguarding principles, helping students identify **abuse, exploitation, and coercion**.

2. Develop Awareness of Risks

- Provide students with knowledge to recognise a range of risks, including **online harms, cyberbullying, AI-related challenges, exposure to pornography, and misogynistic behaviours**.
- Teach students **protective strategies**, including reporting concerns, seeking help, and using technology responsibly.
- Embed understanding of **personal safety, consent, and exploitation**, preparing students to navigate real-world challenges.

3. Foster Digital Resilience & Critical Thinking

- Promote **safe, responsible, and ethical use of technology**.
- Equip students to critically evaluate information, social media, AI-generated content, and peer influence.
- Develop problem-solving, decision-making, and reflection skills to support safe engagement in digital environments.

4. Support Citizenship & British Values

- Encourage understanding of **fundamental British values**: democracy, rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.
- Promote **active participation** in school and community life, developing responsible and engaged citizens.
- Link citizenship education to PSHE themes such as **diversity, inclusion, and social responsibility**.

5. Prepare for Adulthood

- Equip students with knowledge, skills, and resilience to manage transitions, independence, and decision-making in adulthood.
- Include financial literacy, personal wellbeing, employability skills, and understanding of **rights and responsibilities**.
- Support students to develop **self-awareness, emotional regulation, and coping strategies** to maintain positive mental health and wellbeing.

6. Promote Safeguarding & Wellbeing Across All Objectives

- Embed safeguarding awareness in every aspect of PSHE, ensuring students can **recognise, report, and respond to risks**.
- Maintain a **trauma-informed, inclusive approach** that meets the needs of vulnerable students and those with SEND.
- Ensure PSHE supports **emotional literacy, resilience, and mental health**, complementing pastoral care and safeguarding systems.

Curriculum Content

At **My Oasis TAP**, the PSHE curriculum is **progressive, age-appropriate, and trauma-informed**, ensuring students develop the knowledge, skills, and attitudes to thrive personally, socially, and academically. **RSHE is embedded within the broader PSHE curriculum** to meet statutory requirements.

Key Themes Covered

1. **Healthy Relationships and Consent**

- Respect, empathy, communication, and boundaries.
- Friendships, family relationships, and intimate relationships.
- Recognising and responding to unhealthy relationships, abuse, or exploitation.

2. **Personal Safety and Awareness of Risks**

- Online safety, cyberbullying, AI and digital risks.
- Misogyny, pornography, exploitation, and harmful behaviours.
- Substance awareness, gangs, radicalisation, and other safeguarding concerns.

3. **Physical and Mental Health**

- Emotional well-being, resilience, and coping strategies.
- Healthy lifestyles, exercise, nutrition, sleep, and self-care.
- Puberty, sexual health, and reproductive education (RSHE).

4. **Digital Resilience and Critical Thinking**

- Safe and responsible use of technology and social media.
- Evaluating online content and sources critically.
- Developing problem-solving, decision-making, and reflective skills.

5. **Citizenship and British Values**

- Democracy, the rule of law, individual liberty, mutual respect, and tolerance.
- Active participation in school and community life.
- Social responsibility, diversity, and inclusion.

6. **Preparation for Adulthood**

- Independence, employability, financial literacy, and life skills.
- Decision-making, self-awareness, and emotional regulation.
- Personal responsibility, resilience, and well-being strategies.

Curriculum Mapping

Detailed **curriculum maps for KS3 and KS4** are maintained as appendices, showing term-by-term content, learning objectives, and progression. This ensures PSHE at My Oasis TAP is **systematic, progressive, and clearly linked to safeguarding, wellbeing, and preparation for adulthood**.

Delivery and Teaching Method

At **My Oasis TAP**, PSHE is delivered using a **variety of active, inclusive, and trauma-informed teaching methods** to ensure engagement, understanding, and progression for all students. Teaching is tailored to meet the needs of vulnerable learners and those with SEND, providing a safe and supportive environment for learning.

Key Principles of Delivery

Student-Centred Learning – Students are encouraged to take an active role in their learning through discussion, reflection, role-play, scenario analysis, and group work.

Trauma-Informed Approach – Lessons are designed to be sensitive to students' experiences, building trust, safety, and emotional regulation.

Safe and Inclusive Environment – Clear ground rules are established to create respectful, supportive spaces where students feel able to share and explore issues safely.

Progressive and Age-Appropriate – Content is delivered in a sequenced, developmental manner, ensuring knowledge and skills build progressively across Key Stages.

Teaching Strategies

Direct Teaching – Core concepts and knowledge are delivered through structured lessons, presentations, and guided discussions.

Experiential Learning – Role-play and case studies are used to develop problem-solving, empathy, and real-life decision-making skills.

Cross-Curricular Integration – PSHE themes are reinforced through science, IT, English and other subjects where appropriate.

Use of External Providers – Visiting speakers or specialist practitioners may enhance learning in specific areas, monitored to ensure **safeguarding and relevance**.

Formative Assessment and Reflection – Students reflect on learning through surveys, self-assessment, discussion, and scenario responses to monitor understanding and inform future teaching.

Safeguarding and Wellbeing Integration

PSHE lessons, including RSHE content, are **embedded within the school's safeguarding framework**. Teachers model safe and respectful behaviour and guide students in recognising and reporting unsafe situations. Confidentiality is maintained within the boundaries of safeguarding, and all students are aware of support systems and reporting procedures.

Adaptations for Vulnerable Students

Lessons are **differentiated for SEND, trauma-affected, or vulnerable students**, using scaffolding, one-to-one support, or small group interventions as required. Emotional and behavioural needs are considered in planning and delivery, ensuring all students can engage meaningfully and safely.

Safeguarding and Safe Learning Environment

At **My Oasis Therapeutic TAP**, PSHE is delivered as an integral part of the school's **safeguarding framework**. The curriculum equips students with the knowledge and skills to recognise risks, make safe choices, and seek support when needed.

Safe Discussion and Confidentiality

- Lessons are conducted in a **safe and supportive environment** where students feel confident to participate.
- Clear **ground rules** are established at the start of each session to promote respect, confidentiality, and appropriate boundaries.
- Students are made aware that, while discussions are confidential, staff have a **duty to report any safeguarding concerns**.

Staff Responsibilities

- All staff delivering PSHE are trained to recognise **signs of abuse, exploitation, and risk**, including online harms and peer-on-peer issues.
- Staff follow **KCSIE** guidance and school safeguarding procedures when reporting concerns.
- Teachers facilitate discussions in a **trauma-informed and inclusive manner**, ensuring all students feel supported and safe.

Integration with Safeguarding Systems

- PSHE lessons are closely linked with the school's **pastoral care and safeguarding policies**, reinforcing protective behaviours and awareness of support systems.
- Students are provided with clear guidance on **where to seek help**, both internally (DSLs, pastoral staff) and externally (e.g., Childline, CEOP).

Roles & Responsibilities

The successful delivery of PSHE at **My Oasis Therapeutic Alternative Provision (TAP)** relies on clear roles and accountability. All staff, leadership, and stakeholders have defined responsibilities to ensure the curriculum is effective, safe, and aligned with statutory guidance.

Governance Committee

- Approves the PSHE policy and any updates.
- Monitors implementation, effectiveness, and compliance with statutory guidance.

- Ensures PSHE provision supports the school's safeguarding and pastoral objectives.

Headteacher

- Holds overall responsibility for PSHE delivery across the school.
- Ensures the curriculum meets statutory RSHE requirements and aligns with the school's vision and safeguarding framework.
- Allocates resources, oversees staff training, and monitors policy implementation.

PSHE/RSHE Lead

- Leads curriculum planning, including progression and sequencing.
- Supports and trains staff in delivering PSHE and RSHE effectively and safely.
- Monitors teaching quality, student engagement, and outcomes.
- Acts as the link between staff, leadership, and governors on PSHE matters.

Staff

- Deliver PSHE lessons in line with the curriculum, policy, and safeguarding requirements.
- Create a safe and inclusive learning environment for students.
- Recognise, respond to, and report any safeguarding concerns in accordance with KCSIE and school procedures.
- Engage students in active learning and reflection.

Parents/Carers

- Are consulted on PSHE provision and informed about curriculum content.
- Have the opportunity to engage in discussions about their child's learning and development.
- May exercise the right to withdraw their child from non-statutory elements of RSHE, following the school's withdrawal process.

Parental and Carer Engagement & Right to Withdraw

At **My Oasis Therapeutic Alternative Provision (TAP)**, the school recognises that **parents and carers play a vital role** in supporting students' personal, social, and health education. Engagement with families ensures transparency, trust, and alignment with the school's safeguarding and well-being priorities.

Transparent Communication

- Parents and carers are informed about the **content and delivery of PSHE and RSHE**.
- Opportunities are provided for discussion, consultation, and feedback regarding the curriculum.
- Resources and lesson overviews are shared where appropriate to support understanding and reinforcement at home.

Right to Withdraw

- Parents and carers have the **right to withdraw their child from non-statutory elements of RSHE**, where these go beyond the statutory content outlined by the DfE.
- Parents and carers **cannot withdraw** their child from statutory RSHE content that covers:
 - Relationships education (friendships, family, and safe relationships).
 - Health education, including puberty, mental health, and personal safety.
 - Safeguarding-related learning (recognising abuse, online safety, consent, and exploitation).
- Students who are withdrawn will receive **alternative education** suitable to their needs.

Process for Requests

- Parents and carers wishing to withdraw their child should submit a written request to the **Headteacher**.
- The school will discuss the request with the parent or carer to ensure they understand the scope and content of the lessons.
- Withdrawal arrangements are documented, and staff are informed to implement alternative provision while safeguarding the student's learning and wellbeing.

Assessment & Monitoring

Assessment and monitoring at *My Oasis TAP* ensure that RSHE is **delivered effectively, meets statutory requirements, and supports safeguarding and personal development outcomes**. The process is rooted in the DfE RSHE Statutory Guidance and aligned with the school's wider PSHE, safeguarding, and behaviour frameworks.

Student Assessment

- RSHE is assessed through **ongoing, formative methods** that focus on the development of knowledge, understanding, skills, and attitudes rather than formal academic grading.
- Assessment strategies include:
 - Class and group discussions.
 - Reflection journals and personal responses.
 - Scenario-based tasks, role play, and case studies.
 - Surveys and self/peer assessments to gauge confidence and understanding.
- Assessment outcomes are used to **adapt teaching to student needs**, with additional support offered through one-to-one or small group sessions where required.

Monitoring Curriculum Delivery

- The **RSHE/PSHE Lead**, supported by the **Senior Leadership Team (SLT)**, monitors curriculum delivery through:
 - Lesson observations and learning walks.
 - Reviewing lesson plans, resources, and student work.

- Collecting feedback from students and staff on relevance and accessibility.
- Ensuring teaching remains trauma-informed and inclusive of SEND and vulnerable learners.
- External providers (e.g., health professionals, police, charities) are quality assured to ensure their input aligns with the school's values and safeguarding framework.

Link to Safeguarding & Behaviour

- RSHE outcomes are cross-referenced with:
 - **Safeguarding data** (disclosures, referrals, emerging risks such as online harm, sexual harassment, or exploitation).
 - **Behaviour and attendance data** to identify patterns that may indicate unmet needs.
- This ensures RSHE contributes directly to the school's **preventative safeguarding work** and is responsive to the challenges students face both online and offline.

Review & Accountability

- The policy and curriculum are reviewed **annually** by the RSHE Lead and SLT and formally approved by the **Local Governance Committee**.
- Parents and carers are consulted during policy review, in line with statutory guidance.
- Student voice is actively sought to ensure content is **age-appropriate, relevant, and timely**.
- Findings from assessment and monitoring inform the **School Development Plan**, ensuring RSHE is continually improved.

Ofsted Alignment

Monitoring processes are designed to meet Ofsted's expectations by demonstrating how RSHE contributes to:

- **Personal development** (preparing students for life in modern Britain, fostering respect and healthy relationships).
- **Behaviour and attitudes** (developing resilience, empathy, and responsibility).
- **Safeguarding** (ensuring students know how to stay safe online and offline, and how to seek help).

Policy Review & Updates

At *My Oasis TAP*, PSHE Policy is treated as a **living document**, ensuring it remains current, compliant, and responsive to the needs of students and the wider community.

- **Annual review:** The policy is formally reviewed every year by the **Senior Leadership Team (SLT)** and the **Local Governance Committee**. This review considers feedback from staff, students, parents, and external partners.

- **Updates in line with statutory guidance:** The policy is updated whenever new or revised guidance is issued, including but not limited to:
 - Department for Education RSHE Guidance.
 - *Keeping Children Safe in Education (KCSIE)*.
 - Ofsted inspection frameworks and expectations.
 - Other relevant safeguarding or equality legislation.
- **Responsive to safeguarding and emerging issues:** The policy may also be updated mid-cycle in response to:
 - Emerging safeguarding trends (e.g., online harms, harmful sexual behaviours, or exploitation risks).
 - Developments in digital technology (e.g., artificial intelligence, online platforms, pornography).
 - Local community concerns or student needs identified through monitoring and feedback.
- **Transparency and communication:** Any updates are communicated to staff, students, parents, and carers. A copy of the most up-to-date policy is always available on the school website and free of charge on request.

This ensures the RSHE and PSHE curriculum at *My Oasis TAP* remains **statutory-compliant, safeguarding-led, and relevant** to the real-world challenges our students face.

Appendix: PSHE Curriculum

Long-Term PSHE Curriculum Key Stage 3

<p><u>AUTUMN TERM</u></p> <p>First Half-Term Health and Risks</p>	<p>Introduction to PSHE Introduction to Health and Risk Drugs and the body Alcohol awareness Vaping & Smoking Law & responsibilities First AID and Emergencies</p>
<p>Second Half-Term Safeguarding, Exploitation & Online Risks</p>	<p>Staying Safe Grooming and Exploitation Sexting and image sharing Online misogyny and radicalisation AI and misinformation How to report a concern Review/Assessment</p>
<p><u>SPRING TERM</u></p> <p>First Half-Term Respect, Equality and Online Risks</p>	<p>Respect and Kindness bullying and discrimination LGBTQ+ Inclusion Gender Stereotypes Misogyny and Harassment Right and Equality Act</p>
<p>Second Half-Term</p>	<p>Puberty and Changes Healthy vs unhealthy relationships</p>

Relationship and Sex Education	Consent and Boundaries Contraception and Choices Pornography, FGM and forced marriages
<u>SUMMER TERM</u> First Half-Term Mental health and Wellbeing	Emotional Literacy Stress and Anxiety Resilience and Self esteem Social media and Wellbeing Self-harm and eating disorder Help and support
Second Half-Term Citizenship, Law & Digital World	Right and Responsibility Democracy and Politics Crime and Consequences Knife Crime and Gangs Digital footprint and reputation AI and future ethics Review and showcase

PSHE Curriculum Key Stage 4

<u>AUTUMN TERM</u> First Half-Term Introduction & Health, Risk & Independent Choices	Introduction to KS4 PSHE Transition to KS4 health topics Advanced substance education Vaping & media influence Decision-making & peer pressure Emergency response & first aid Balancing health & independence
Second Half-Term Exploitation, Online Safety & Digital Resilience	Revisiting safeguarding and exploitation Harmful sexual behaviours Online pornography & impact Misogyny & radicalisation AI & digital futures Digital footprints & careers Review/Assessment
<u>SPRING TERM</u> First Half-Term Relationships, Consent & Equality	Healthy intimate relationships Consent in depth Sexual health & contraception LGBTQ+ relationships Misogyny, sexism & equality Forced marriage & FGM
Second Half-Term Mental Health, Resilience & Coping	Advanced emotional literacy Stress & exam anxiety Self-harm & eating disorders Suicide prevention & signposting

	Online pressures & body image
SUMMER TERM	British Values revisited
First Half-Term	Criminal law & young people
Citizenship, British Values & Law	Knife crime & serious violence
	Racism, hate crime & extremism
	Media literacy & politics
	Rights & responsibilities
Second Half-Term	Financial literacy
Life Beyond School & Adult Responsibilities	Careers & employability
	Workplace relationships
	Parenting & family life
	Preparing for independence
	Review & transition
	Extension Showcase