The New Walk School *Bespoke support. Brighter futures.*

Personal, Social, Health and Economic (PSHE) Education Policy

The New Walk School policy framework

Policy	Personal, Social, Health and Economic (PSHE) Education Policy	**Version**	V1
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Policy owner	Headteacher	**Approved by**	Directors of The New Walk School Ltd

1. About The New Walk School

The New Walk School is an independent specialist day school for pupils aged 7 to 19 who have Social, Emotional and Mental Health (SEMH) needs, autism spectrum conditions, learning difficulties and communication difficulties. The school is located on New Walk in Leicester — a setting with a long-standing association with academic life — and is operated by The New Walk School Ltd, a Company Limited by Guarantee.

The majority of our pupils hold an Education, Health and Care Plan (EHCP) and many have experienced previous educational placements that did not meet their needs. Our offer combines a broad academic curriculum with an in-built therapeutic provision rooted in the PACE model — Playfulness, Acceptance, Curiosity and Empathy — developed by Dr Dan Hughes. PACE is a relational approach designed to build trust, regulate distress and create the safety from which learning can take place. It informs how every adult in the school speaks to, listens to and works with our pupils.

2. The PACE therapeutic model in practice

PSHE is the curriculum cousin of PACE. Where PACE shapes how adults relate to pupils, PSHE teaches pupils to relate to themselves, to others and to the world:

- Playfulness — staff use a light, warm tone to reduce shame and de-escalate distress, using humour appropriate to the pupil and the moment.
- Acceptance — pupils' feelings and inner experiences are accepted unconditionally, even where specific behaviours are not. Acceptance is communicated before any limit is set.
- Curiosity — staff seek to understand the meaning behind a pupil's behaviour rather than reacting to its surface, asking 'what is this telling me?'
- Empathy — staff name and stay with the pupil's emotional experience, communicating that the pupil is not alone with what they feel.

PACE is not a behaviour-management tool layered on top of practice; it is the relational foundation from which all other aspects of the school operate.

3. Aims

PSHE at The New Walk School develops the knowledge, skills, attributes and values pupils need to manage their lives, now and in the future. It contributes to pupils' academic outcomes, their employability, and their wellbeing.

4. Curriculum

PSHE is delivered as a discrete subject and is reinforced across the curriculum, in tutor time, assemblies, enrichment and the wider school day. The PSHE curriculum is built on the PSHE Association's programme of study and is adapted for our pupil population.

5. Themes

- Health and wellbeing — physical and mental health, healthy lifestyles, drugs, growing and changing.
- Relationships — families, friendships, healthy relationships, online and offline safety, respect.
- Living in the wider world — economic wellbeing, careers, citizenship, media literacy, rights and responsibilities.

6. Spiral curriculum

Topics are revisited at increasing depth and complexity as pupils move through the school. This is particularly important for our pupils, many of whom benefit from explicit teaching that is repeated and reinforced.

7. Personal development priorities

Alongside statutory content, the school's PSHE programme prioritises: emotional regulation; identity and self-esteem; communication and relationship skills; safety in the community and online; financial and digital literacy; and preparation for adulthood. These are the life-skill areas that our pupils most often need explicit support to develop.

8. Delivery and pedagogy

PSHE is taught by named staff who receive ongoing training. Lessons use ground-rules, distancing techniques and a relational tone consistent with PACE. Resources are reviewed for accessibility, age-appropriateness and accuracy.

9. Assessment

Pupil progress in PSHE is assessed through observation, contribution, low-stakes knowledge checks and pupil voice. PSHE is also reviewed at the level of impact — how pupils' behaviour, choices and outcomes shift over time.

10. Links

This policy is read alongside the RSHE Policy, the Mental Health and Wellbeing Policy, the Drugs, Alcohol, Tobacco and Vaping Policy, the Online Safety Policy, the Anti-Bullying Policy, and the Careers Policy.

Monitoring and review

This policy is reviewed annually by the Headteacher in consultation with the senior leadership team and the Directors of The New Walk School Ltd. It will be reviewed earlier where there is a material change in legislation, statutory guidance or the operational needs of the school. The most recent version is held on the school's policy register and is made available to parents, carers and staff on request.

Linked policies and documents

This policy should be read alongside the school's wider policy suite, including: Safeguarding and Child Protection; SEND; Behaviour and Relationships; Anti-Bullying; Equality, Diversity and Inclusion; Health and Safety; Curriculum; and Complaints.