

Personal, Social, Health & Citizenship Education (PSHCE) Policy



**THE LADDER
SCHOOL**
Redefining alternative provision



Date for Review	In line with The Mercian Trust's policy schedule
Date posted on website	March 2025
Member of staff responsible for the policy	G.Cooke
Date adopted by the Local Governing Body	March 2025
Signed by Headteacher	



Signed by Chair of Governing
Body

[Nicola Walters]

Version Control

Version	Author	Date	Changes Made
1.0	GC	March 2025	First Edition
1.1	GC	January 2026	Minor grammar adjustments and updated website links.

1. Introduction

- 1.1 This policy sets out how The Ladder School deliver Personal, Social, Health and Citizenship Education (PSHCE). It is closely linked to our Relationships, Sex and Health Education (RSHE) Policy.
- 1.2 All schools must provide a curriculum that is broadly based, balanced and meets the needs of all students. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:
- Promotes the spiritual, moral, cultural, mental and physical development of students at the school and of society.
 - Prepares students at the school for the opportunities, responsibilities and experiences of later life.
- 1.3 A robust, contemporary, agile and appropriate PSHCE curriculum is essential in any school but more so in alternative provision where students may experience additional barriers to embedding healthy behaviours in adult life.
- 1.4 We ensure we are up to date with the most recent legislation and supporting guidance. This includes:
- **Keeping Children Safe in Education KCSIE (2025)** (statutory guidance) Keeping children safe in education - GOV.UK [Keeping children safe in education - GOV.UK](#)
 - **Respectful School Communities:** Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) Respectful School Communities Self-Review and Signposting Tool (educateagainsthate.com)



- **Behaviour and Discipline in Schools** (advice for schools, including advice for appropriate behaviour between students) Behaviour in schools - GOV.UK (www.gov.uk)
- **Equality Act 2010** and **Schools Equality Act 2010**: advice for schools - GOV.UK (www.gov.uk)
- **SEND code of practice**: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years - GOV.UK [SEND code of practice: 0 to 25 years - GOV.UK](http://www.gov.uk)
- **Alternative Provision** (statutory guidance) Alternative provision - GOV.UK [Arranging Alternative Provision - guide for LAs and schools](http://www.gov.uk)
- **Mental Health and Behaviour in Schools** (advice for schools) Mental health and behaviour in schools - GOV.UK [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK](http://www.gov.uk)
- **Social, emotional and mental wellbeing in primary and secondary education** Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)
- **Preventing and Tackling Bullying** (advice for schools, including advice on cyberbullying) Preventing bullying - GOV.UK (www.gov.uk)
- **The Equality and Human Rights Commission Advice and Guidance** (Provides advice on avoiding discrimination in a variety of educational PSHE/RSHE Policy 6 contexts) Advice and guidance | Equality and Human Rights Commission (equalityhumanrights.com)
- **Promoting Fundamental British Values as part of SMSC** in schools (guidance for maintained schools on promoting basic important British values as part of students' spiritual, moral, social and cultural (SMSC) Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)

2. PSHCE

- 2.1 PSHECE is timetabled weekly and is taught by a specialist. This lesson is 45 minutes long.
- 2.2 Additional content is taught through Skills lessons, delivered by their Learning Coach, every day.
- 2.3 Relationships, Sex and Health Education is part of our PSHCE curriculum and is covered by a separate policy.
- 2.4 Topics covered are as below, but we are agile to respond to contemporary issues and needs. Topics include:



- Personal Identity.
- Healthy Lifestyles;
- Substance Abuse;
- Keeping Safe;
- British Values;
- World Religions, Belief Systems and Spirituality;
- Crime;
- Healthy Relationships;
- Relationships and Sex Education;
- Relationship Safety;
- Consent;
- Valuing Difference;
- Ethics and Morals;
- Rights and Responsibilities;
- Economic Wellbeing; • Employability and Enterprise;
- Career Progression.

3. Substance Abuse

- 3.1 Definitions and terminology the definition of a drug given by the United Nations Office on Drugs and Crime is “a substance people take to change the way they feel, think or behave” The term “drugs” and “drug education” is used to refer to all drugs, i.e.:
- All illegal drugs (those controlled by the Misuse of Drugs Act 1971).
 - All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and amyl nitrates (known as poppers).
 - All over the counter and prescription medicines.
- 3.2 In accordance with the DFE guidelines, we aim to:
- Increase students' knowledge and understanding and clarify misconceptions about the short and long-term effects and risks of drugs; the rules and laws relating to drugs; the impact of drugs on individuals, families and communities; the prevalence and acceptability of drug use among peers; the complex moral, social, emotional and political issues surrounding drugs.
 - Develop students' personal and social skills to make informed decisions and keep themselves safe and healthy, including assessing, avoiding and managing risk; communicating effectively; resisting pressures; finding information, help and advice; devising problem-solving and coping strategies; developing self-awareness and self-esteem.



- Enable students to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

3.3 All schools aim to set realistic aims for their drug education which include the above and which are consistent with the values and ethos of the school and the laws of society, as well as appropriate to the age and maturity of students. To ensure the effectiveness of our drugs education programme we aim to ensure that:

- It is addressed by the whole school community.
- It is consistent with the school's values and ethos.
- Drug education is part of a well-planned PSHCE provision.
- Students' needs and views are considered when developing programmes and policies.
- Staff have access to training and support.

3.4 The Leadership and Governors do not condone any infringement of The Misuse of Drugs Act (1971). They require that firm action shall be taken against any individual or group contravening this legislation.

3.5 This policy applies to all staff, students, parents/carers, governors and external agencies and individuals working at the school or visiting the school. It applies to any possession, use or supply of drugs "in school" defined as:

- anywhere on the school premises always e.g. during co-curricular activities after school and at weekends, as well as during the school day;
- day.the school premises during the school day e.g. students in town at lunch time.
- travelling to and from school-on-school buses.
- on school business such as competitions, day or residential trips and work experience. Any incidences will be regarded with the utmost seriousness.

3.6 The School recognises its pastoral and educational responsibilities and will provide through the Personal, Social-~~and~~, Health & Citizenship Education (PSHEPSHCE) curriculum, a drugs education programme that will make students aware of the harmful effects and risks associated with the use of drugs, alcohol abuse and smoking.

3.7 The School will provide support and guidance to students through the formal programmes such as PSHCE, as well as through the wider curriculum.

3.8 The School will take a consistent approach to drugs education across the whole school community and that both policy and practice for managing



incidents are consistent with the teaching and that the drugs education programme is supported by families and the community.

- 3.9** Drug use is a matter that concerns the whole school community and the possession, use and supply of illegal or unauthorised drugs “in school” (as outlined above) is unacceptable. Please also refer to our Behaviour Policy.
- 3.10** The policy ensures compliance with the criminal law, under which it is an offence for anyone to possess, use, supply or sell controlled drugs or for the school to allow its premises to be used for these purposes.
- 3.11** The School will take appropriate action to ensure the general well-being of all our students and staff, and employ effective communication and cooperation between the school and parents, police and other agencies
- 3.12** Our PSHCE curriculum will:
- Provide progression in terms of knowledge, understanding, skills, values and attitudes appropriate for different age groups.
 - Give our students information on where they can seek help and advice o be consistent with the values and ethos of the school and the laws of society.
 - PSHCE provides an effective context for drug education because they focus on developing skills and exploring attitudes as well as learning about healthy and safe lifestyles.

4. Religious Education (RE) and Collective Worship

- 4.1** Due to the nature of Alternative Provision, RE is not taught as an explicit subject on our timetable. However, key themes around World Religions, Belief Systems and Spirituality are embedded into the PSHCE Curriculum.
- 4.2** Major religious and cultural festivals are recognised and celebrated across the entire school (e.g. Christmas, Easter, Lent, Eid, Diwali, etc.)
- 4.3** Due to the nature of alternative provision we do not have regular collective worship in the way of assemblies. However, opportunities for collective reflection and worship at The Ladder School:
- Family lunch;
 - Skills lessons;
 - Reflection time;
 - Key-worker interventions;



- Visiting speakers;
- Lessons;
- Extra-curricular activities;
- Visits and trips;
- Reward celebrations.

