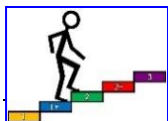


Personal Social Health & Economic Education Policy – Aran Hall School

Policy Section Number	7
Dated	October 2026
Reviewed	October 2026
Version Number	1
Next Review Date	October 2027
Related Policies and Guidance Documents	703E Senad SMSC Policy - English Schools
Related Regulations	
Annexes and Supplementary Info	
Policy Owner	Sara Forsyth/Llio Eiri/Eve Patten
Document History	
Date	Revisions
October 2026	Created

Please note: this is a DRAFT policy, which will be fully implemented from January 2027. Elements are already in practice, but the policy for PSHE (and seven aspects) is currently under review.



Aran Hall School - Personal Social and Health Education (PSHE) Policy

1. Rationale

Here at Aran Hall, we are able to provide personalised curricula for each pupil, and we manage this alongside our school's aims:

- Re-engage young people in education.
- Develop self-care and independent living skills.
- Create meaningful, purposeful opportunities for community participation and social integration.

And the four purposes of the Curriculum for Wales, that all young people will be:

- Ambitious, capable learners who are ready to learn throughout their lives.
- Enterprising, creative contributors who are ready to play a full part in life and work.
- Ethical, informed citizens who are ready to be citizens of Wales and the world.
- Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

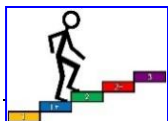
For many of our pupils, PSHE is central to the support they need and integral to the progress we enable them to make. To this end, we have chosen to bring different aspects of the curriculum together under the wider title 'PSHE'. (We consciously choose to keep the 'H – Health' as part of this.)

PSHE Health and Well-Being						
e-Safety	RSE (Relationships and Sexuality Education)	Friendships/ socialising	Citizenship	CWRE including work experience	Independent Living	Achieve! programme

Within this policy, therefore, you will be able to find sections on each of the seven aspects we believe provide the foundations for our pupils to develop a wide range of skills. You will see, as we frequently do, that there are so many links between these seven aspects individually, and then across our whole curriculum; for example: in RSE we teach the understanding of the differences between 'public' and 'private'; in e-Safety, Friendship and Independent Living aspects, our pupils can trial and practice these actions. In addition, we have been privileged to incorporate pupil voice into the construction of this area: some pupils, via the School Council and School Captains, as well as in annual reviews, have voiced their desires to make and sustain friendships with peers; from this, we have incorporated a 'Friendship/ Socialising' aspect to our PSHE framework.

What do we mean by 'skills'? We talk about supporting each young person to develop a range of 'skills', but what does that actually mean? In accordance with the Curriculum for Wales, we acknowledge 'skills' as:

Mandatory skills:



Literacy
Numeracy
Digital competence
Integral skills:
Creativity and innovation
Critical thinking and problem-solving
Personal effectiveness
Planning and organising

E-Safety and Keeping safe online

1. How our E-Safety teaching relates to the Curriculum for Wales and our Achieve! programme

Through our school's Achieve! programme and the News Curriculum for Wales, we are able to promote, teach and practice safe internet access, understanding and use on-line. The New Curriculum for Wales acknowledges the importance and use of IT in everyday life as Digital Competency runs through the entire curriculum; we incorporate this into pupils' daily lessons and learning. We believe that this will help to build the vital 'digital resilience' which is key to young people being able to navigate their way through use of the internet and personal devices comfortably, confidently and safely.

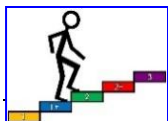
From the start of their Aran Hall journey, most pupils have discrete IT lessons as well as access to their own desk top computer (as appropriate and relevant) throughout the school day. In addition to this, pupils have access to an i-pad and learning apps to support their progress and development. These are common in promoting literacy with Reading Eggs and Spell-o-Drone, and numeracy with Doodle app, and are ideal starting points for modelling safe use of on-line programs and apps. Additionally, most pupils will use e-mail as a means of communicating: for example, in their weekly community meeting e-mails.

Staying safe online and using technology safely are especially pertinent to many of our pupils and their past experiences; therefore, pupils receive regular support via PSHE and IT lessons (as well as through any other opportunities which occur) on using IT and the internet safely.

The Achieve! programme allows us to provide pupils with planned, increased access to and use of technology (including personal laptops, mobile phones, i-pads and games consoles). This is fully supported by staff supervision: on arrival, pupils start on Level 1 and move towards Level 1+, where they have fully supervised internet access (our staff follow the 'see and hear' guidance). As pupils approach Level 2, Level 2+ and Level 3, they gain more access to and independence with technology (usually personal laptops, tablets and mobile phones). To further embed safe and increasingly independent use of such devices, all pupils will complete AQA Unit awards relating to e-safety; this topic will be re-visited and revised regularly, particularly before moving up a Level.

2. Subject mission statement

We aim to ensure that the theories of staying safe on-line can be practiced – with confidence – by each young person. Increasingly, there are risks making our young, impressionable learners vulnerable and it is vital that they are able to act on and report any potentially coercive or harmful behaviour. To this end, there are compulsory AQA Units we aim to complete with all pupils (these can be found in the form of a work-in-progress checklist on



each pupil's personalised Curriculum Map, and are tracked by class teachers and the Head of Learning).

3. Aims and objectives of our E-Safety delivery

- To teach on-line safety basics so that every pupil knows what information they should and should not share.
- To support pupils in knowing how to report a concern or on-line abuse.
- To model and instil 'on-line etiquette' so pupils understand how to behave acceptably on-line.
- To share legal elements of on-line behaviours and expectations.
- To provide opportunities for pupils to practice these skills in discrete lessons, as well as when using IT as part of their school and independent lives.

RSE – Relationships and Sexuality Education

1. How our RSE teaching relates to the Curriculum for Wales

RSE – Relationships and Sexuality Education - is a positive and protective part of the Curriculum for Wales. It is an integral role in supporting our pupils' rights to enjoy fulfilling, healthy and safe relationships throughout their lives.

RSE is mandatory for all pupils in Wales aged 3 to 16 years, with sex education being compulsory from age 11 onwards. There is no right to withdraw from RSE in the new curriculum meaning all pupils must receive this education. However, we work with teams of professionals (i.e. the teams around the child, and education and care staff here at school) to ensure that RSE provision is relevant, specific and appropriate for each individual pupil.

The content is set within the context of broad and interlinked learning strands, namely:

- relationships and identity
- sexual health and well-being
- empowerment, safety and respect.

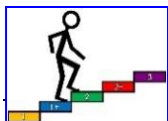
2. Subject mission statement

RSE within Aran Hall School aims to meet the needs of developing adolescents and will support pupils with an understanding of both the physical and emotional aspects of sexual development together with socially accepted behaviour.

RSE is provided to pupils to support them with their physical, emotional, moral and spiritual well-being. RSE is delivered to ensure that all pupils receive clear, objective, age-appropriate information that is essential to help them form healthy relationships, understand their bodies and to protect their sexual health throughout their adult lives. Pupils will gain an understanding of puberty (and how it may affect them), and the important difference between 'public' and 'private'.

The curriculum will emphasise the importance of respect, both of themselves and others, whilst providing the pupil with the skills to make informed choices.

Our RSE provision links with the UNCRC (United Nations Convention on the Rights of the Child), which pupils learn about explicitly as part of their Citizenship provision. Specifically, it



covers the rights to: non-discrimination (Article 2); be heard and involved in decision-making (Article 12); freedom of expression (Article 13); follow your own religion (Article 14); have privacy (Article 16); access information to make informed decisions (Article 17); not be harmed and should be looked after and kept safe (Article 19); experience the highest attainable health, access to health facilities, and preventative health care (Article 24); education that prepares children to understanding others (Article 29); protection from sexual abuse and exploitation (Article 34); get special help if they have been abused (Article 39).

3. Aims and objectives of our RSE delivery

- To support pupils' development of self-esteem and confidence.
- To support pupils to be able to form healthy relationships in a responsible manner.
- To raise self-awareness and develop respect for both themselves and others.
- To enable pupils to consider the attitudes, values and skills which influence the way they behave.
- To help pupils understand their sexual development to include puberty, the process of human reproduction and sexuality.
- To ensure that all children and young people are able to receive clear, objective, age-appropriate information is essential to help them form healthy relationships, understand their bodies and to protect their sexual health throughout their adult lives.
- To support pupils with their understanding of body confidence and body image
- To develop an understanding of the law in relation to relationships and sexual behaviour
- To provide knowledge and understanding of sexual health issues.
- To cover, through Sex and Relationships units, STIs, consent and the law, healthy relationships (with family and friends as well as sexual partners) and sexuality.
- To know how to obtain appropriate support and advice on sexual health issues/concerns, as an adult.
- To facilitate gaining recognised qualifications via Agored Cymru, WJEC and/ or AQA awarding bodies.

Friendships and Socialising

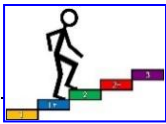
1. How our 'friendship and socialising' teaching relates to the Curriculum for Wales

In line with the Purpose (of the Curriculum for Wales): all children and young people will be 'Healthy, confident individuals who...are ready to lead fulfilling lives as valued members of society.'

2. Aims and objectives of our 'friendship and socialising' teaching

Through specific teaching, we aim to nurture pupils so that they can become healthy, confident individuals who:

- have secure values and are establishing their spiritual and ethical beliefs



- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well
- take part in physical activity
- take measured decisions about lifestyle and manage risk
- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can

Pupils choose to attend these specific group sessions and are fully supported in developing friendship and socialising skills e.g. how to make friends; what makes a good friend; how to be a good friend, how to start a conversation, finding things in common etc.

Citizenship

1. How our Citizenship teaching relates to the Curriculum for Wales

The Curriculum for Wales does not use the term 'SMSC' (spiritual, moral, social and cultural) guidance and development (as schools in England do). The Four Purposes of the curriculum have similar aims and are embedded throughout our curriculum at Aran Hall, and particularly in our Citizenship curriculum. The Four Purposes are for children and young people (referred to as 'pupils' throughout our school documents and policies) to develop as:

Ambitious, capable learners
Enterprising, creative contributors
Healthy, confident individuals
Ethical, informed citizens

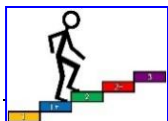
2. Subject mission statement

We are committed to supporting and facilitating the development of pupils becoming ethical, informed citizens who:

- find, evaluate and use evidence in forming views
 - engage with contemporary issues based upon their knowledge and values
 - understand and exercise their human and democratic responsibilities and rights
 - understand and consider the impact of their actions when making choices and acting
 - are knowledgeable about their culture, community, society and the world, now and in the past
 - respect the needs and rights of others, as a member of a diverse society
 - show their commitment to the sustainability of the planet
- and are ready to be citizens of Wales and the world.

3. Aims and objectives of our Citizenship delivery

Pupils will be taught Citizenship as part of their timetabled lessons and also as part of group lessons. Each term, pupils will follow a theme which will support them in becoming citizens of our school, the local area and local community, the wider area (including, as appropriate, their 'home' area), the UK and the world. There are opportunities for pupils to develop these skills and gain these experiences through planned activities on their school timetables; for example, community meeting preparation, shopping in Dolgellau, preparing food for others.



Alongside this, we encourage pupils to understand the UN's Convention on the Rights of the Child (UNCRC) and how this relates to each of them in their lives. We want pupils to know and have some understanding of their rights.

CWRE – Careers and Work-Related Experiences

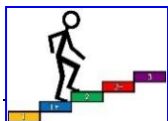
1. How our Careers and Work-Related experiences provision relates to the Curriculum for Wales

In line with the Purpose (of the Curriculum for Wales): all children and young people will be 'enterprising, creative contributors... who are ready to play a full part in life and work'; our CWRE provision supports opportunities for pupils to:

- connect and apply their knowledge and skills to create ideas and products > searching for appropriate potential jobs and finding out about possible career options.
- think creatively to reframe and solve problems > modelling real-life working scenarios.
- identify and grasp opportunities > to prepare for work experiences and working life.
- take measured risks > understanding how to calculate risks within a work environment > being able to apply for a job > having aspirations.
- lead and play different roles in teams effectively and responsibly > demonstrating ability to work > 'acting the part' in a job interview/ preparatory phone call.
- express ideas and emotions through different media > writing: CV; video call interview; face-to-face interview > phone call
- have the confidence to participate in performance > 'acting the part' in a job interview/ preparatory phone call.
- give of their energy and skills so that other people will benefit > exploring and trialling the role of an employee.

2. Aims and objectives of our CWRE delivery

- To help pupils to understand and prepare for world of work
- To support positive transitions (from the school daily programme > college courses > transition from Aran Hall)
- To enable pupils to develop the research skills to find out about opportunities for further learning (through our links with Coleg Meirion-Dwyfor, local authorities and local employers)
- To help pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work
- To encourage participation in continued learning, including college courses and apprenticeships
- To provide opportunities for pupils to learn skills of completing application forms, writing and updating CVs and contacting potential employers; for pupils to be able to practice life skills e.g. interview techniques, 'selling' yourself and creating a positive first impression.
- To support pupils in realising the four Purposes of the Curriculum.



Independent Living

1. How our Independent Living support relates to the Curriculum for Wales

We recognise how vital it is for our pupils to have experiences and gain skills and qualifications which will support them as they transition on to their next steps. For many pupils, there are aspirations around independence and being able to live more independently as they grow up. We fully understand that the experiences, skills and qualifications our pupils accumulate during their time with us become building blocks for their future lives.

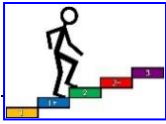
We are able to support pupils in working towards WJEC qualifications in Independent Living (which can include cooking and food health and safety; journeys and event planning; managing money and budgeting; preparing for work etc.). the work completed in this area supports all four Purposes of the Curriculum (supporting pupils' development as: Ambitious, capable learners; Enterprising, creative contributors; Healthy, confident individuals; Ethical, informed citizens).

2. Aims and objectives of our Independent Living support

We will work with local authority teams, parents and carers and Education and Care staff to support each pupil in achieving their end of key stage outcomes and aspirations around levels of independence.

Achieve! Programme

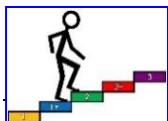
1. How our Achieve! programme relates to the Curriculum for Wales



Our school's Achieve! programme supports pupils with their behaviour management so that they can better access a full curriculum and embrace all areas of learning experiences, thus thriving as 'ambitious, capable learners... who are ready to learn throughout their lives'. It is designed to support pupils in all aspects of their lives so that they can maintain safe and positive behaviours in different environments.

2. Aims and objectives of our Achieve! programme

The aims of the programme correlate with our whole school aims: to re-engage young people in education; to support pupils in developing self-care and independent living skills; and creating meaningful, purposeful opportunities for community participation and social integration.



General information applicable to all aspects of our PSHE framework

1. Teaching methods

All pupils are taught (minimum) 1:1 and will have the opportunity to participate in paired and group sessions. The programme is delivered by a specialist PSHE teacher and Head of Learning, and by class teachers.

2. Curriculum planning

Awarding body learning outcomes are considered to inform our planning, alongside our own school aims and personal targets discussed with individual pupils. For example, we use WJEC Entry Pathways units as well as AQA's Unit Award Scheme.

3. Differentiation

All aspects of PSHE are developmentally appropriate for each pupil, and consideration is given to each pupil's age, knowledge and maturity, additional learning needs and anticipates their physiological and emotional development. Each pupil receives a personalised curriculum (including a timetable and rationale); therefore, differentiation is pupil-specific, meaning that the needs and teaching priorities of pupils of similar ages may differ.

4. Recording, reporting and assessment.

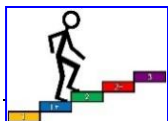
Work is regularly marked as per the school's Assessment (Marking, Assessment, Recording and Reporting) Policy. Discussions between teaching staff, PSHE Lead, Therapist, Head of Learning and Head of Well-Being ensure that pupils' needs are met and teaching is appropriate (in terms of both content and ability). Contributions to Education Reports are discussed so that each pupil's progress and work can be commented on formally. These reports are shared with those relevant to each pupil i.e. parents and carers, social work teams, Local Authority representatives, etc.

5. Staffing

Pupils are taught in individual lessons, pairs and small groups – again, as appropriate to need, support levels, topic and individual pupil experiences - and delivered by trained staff; supported by Education and Care staff where appropriate.

6. Staff development

Appropriate training on all aspects of PSHE is ongoing. All staff are registered with the EWC (Education Workforce Council) and receive updates and notifications of training. In addition, WJEC, Agored Cymru and AQA provide training for subject-specific topics. Subject specialists are also encouraged to attend other training and keep abreast of changes and updates in education.



7. Premises and resources

Pupils are taught on-site. Each pupil attends PSHE sessions in the Hwb or the Den. These spaces have been designed with small-group teaching, or private and quiet teaching in mind – away from the pupil's usual teaching space in classrooms.

8. Health and safety

Each pupil has a RAMP (Risk Assessment Management Plan) which is updated following a 'core planning' meeting every half-term. The RAMP identifies any risks pupils might pose – to themselves and to others – and clearly identifies best practice in supporting and educating individuals whilst dealing with any potential issues. RAMPs are followed for all pupils, at all times, by all staff.

9. Partnerships with parents and the community

Where appropriate, parents are entitled to receive updates on their child's educational progress (and general welfare and wellbeing) whilst at Aran Hall School. This is usually done via Education Reports and during meetings; however, as requested, teachers are able to provide additional and specific updates. (Our Care team are in regular and often scheduled contact with pupil families and teams of support.)

10. Equal opportunities

Every pupil will receive a bespoke curriculum in order to support individual additional learning needs. Aran Hall School seeks to provide all pupils with access to accurate, up to date and relevant information in accordance with the Curriculum for Wales.

11. Spiritual, moral, social and cultural development

Pupils will extend their spiritual, moral, social and cultural development by having access to accurate, up to date and relevant information. It is anticipated that the bespoke programme, tailor-made for each pupil, will allow for individuals to explore their own views and ideas and develop understanding and acceptance of local, national and worldwide views and ideas - whilst being supported and educated by trained staff. Additionally, pupils will cultivate a deepening understanding of the UN Convention on the Rights of the Child and how this is applicable to them and their lives.

12. Management of the PSHE policy (including all seven aspects)

Updating and managing this policy is the responsibility of Eve Nicholas, Head of Learning. It will be reviewed biennially with the Principal, Llio Eiri, and Education Team, using evidence of best practice from awarding bodies, Welsh government and moderation events.

Created: Summer 2026

Implemented in full: January 2027

Date of next review: June 2027

Signed: _____ Principal (Llio Eiri)

_____ Head of Learning (Eve Nicholas)