



Personal, Health, Social and Economic Education Policy

February 2026

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ROLE/ORGANISATION	NAME	CONTACT DETAILS
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Quality Improvement Lead	Tonia Lewis	Tonia.Lewis@cambiangroup.com 07860188746
Local Authority Designated Officer (LADO) for Lancashire County Council	Tim Booth	Tim.booth@lancashire.gov.uk 01772 536694
Lancashire County Council – Multi-Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local Authority Designated Officer (LADO) for Blackpool Council	Amanda Quirke	Amanda.quirke@blackpool.gov.uk 01253 477541
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Channel helpline		020 7340 7264
Prevent / Channel Referrals		concern@lancashire.pnn.police.uk

Our School

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centred curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools' purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

1. Aims

The PHSE programme, along with AQA, at Linton School aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens, whilst promoting mental health and emotional wellbeing alongside SMSC development.

The purpose of this policy is to provide for teachers, parents/carers and governors a clear summary of the role of PHSE within the broad and balanced curriculum offered at Linton School.

The main aims of our curriculum are to enable the children:

- to stay as healthy as possible
- to learn to keep themselves and others safe, including recognising signs of bullying and knowing where to turn to for help
- to learn how to use the internet, including social media, safely and responsibly
- to develop effective, satisfying and safe relationships
- to learn to recognise similarities and differences between themselves and others and to respect these differences
- to be independent and responsible members of the school community
- to be positive and active members of a democratic society
- to develop self-confidence and self-esteem, and to make informed choices regarding personal and social issues
- to develop good relationships with other members of the school and wider community

Through the curriculum we are able to nurture and support the Spiritual, Moral, Social and Cultural (SMSC) development of our pupils and promote the Fundamental British Values of Democracy, the Rule of Law, Individual Liberty, and Mutual Respect and tolerance of those with different faiths and beliefs'.

2. Statutory requirements

PHSE is a non-statutory subject. However, there are aspects of it we are required to teach. As part of providing a broad and balanced PSHE curriculum, we are able to nurture and support the Spiritual, Moral, Social and Cultural (SMSC) development in young children and promote the fundamental British values in young lives. We support children to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens. We recognise that our school vision is crucial to this learning and should be at the heart of whole-school development.

Primary aged children and young people:

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Secondary aged children and young people:

- We must teach relationships and sex education (RSE) under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

Managing Difficult Questions.

We recognise that some aspects of PHSE for teachers, pupils, parents/carers and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of PHSE. Teachers and all those contributing to them are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines. Pupils may ask explicit or difficult questions, or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. Questions do not have to be addressed at the time, and can be addressed individually later. The school believes that individual teachers must use their own skill and discretion in these situations and refer to the Head Teacher if they are concerned.

3. Content and delivery

What we teach

As stated above, we are required to cover the content for relationships and Sex Education, and Health Education, as set out in the statutory guidance (linked to above).

Refer to our Relationships and Sex Education (RSE) policy for details about what we teach, and how we decide on what to teach, in this subject, which is available on the school website or can be requested by speaking to Sean Di Sora, Head Teacher.

For other aspects of PHSE, including Health Education, see the attached curriculum map for more details about what we teach in each Key Stage (see Appendix 1).

How we teach it

At Linton School we ensure that all children and young people are sensitively taught PHSE lessons. Below are details of how the PHSE curriculum is delivered:

- Each class/key stage at Linton School will have 2 lessons of PHSE each week
- PHSE is also delivered during assemblies, form time and whole-school events such as Enrichment days
- Linton School aims for every class/key stage to have access to regular off-site education, including education trips which enhance the educational offer
- Tracey Pinder will be responsible for teaching the PHSE curriculum to all the classes/key stages however, at times visitors may be welcome to school to deliver discrete subjects and subjects may be covered during science lessons by Carmen Singh or ICT lessons taught by Promise Education.
- All young people will follow a bespoke curriculum that is tailored to their needs and

some children may start on a lower key stage depending on their emotional and physical well-being and their current understanding of the topic

- Teachers will not let their personal beliefs and attitudes affect their teaching or attempt to influence the learners
- Controversial topics and/or difficult questions will be addressed with professionalism by all staff, where this might raise safeguarding concerns these will be reported to the DSL (please see the Safeguarding and Child Protection Policy)
- Linton School has a range of accredited courses available for PHSE including ASDAN Short course and AQA Personal and Social Education from Entry Level to Level 2 awards and certificates
- Progress with PHSE will be reported to parents/carers like everything other subject taught at Linton School which is; termly and through the Curriculum Overview document

4. Roles and responsibilities

The Governing Board

The governing board will approve the PHSE policy, and hold the Head Teacher to account for its implementation.

The Head Teacher

The Head Teacher is responsible for ensuring that PHSE is taught consistently across the school.

Staff

Staff are responsible for:

- Delivering PHSE in a sensitive way
- Modelling positive attitudes to PHSE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PHSE and, when discussing issues related to PHSE, treat others with respect and sensitivity.

5. Monitoring arrangements

This policy will be reviewed by the Head Teacher every 12 months. The date of next review will be **September 2026**.

6. Links to other policies

For further information on aspects of this policy please refer to:

- Safeguarding and Child Protection Policy
- Curriculum Policy
- RSE Policy
- Remote Learning Policy
- Anti-bullying Policy
- Complaints Policy
- Off-site Educational Visits Policy
- Equal Opportunities

Appendix 1 – PHSE Programme of Study

Orange Class

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Health and Wellbeing	Health and Wellbeing	Living in the wider world	Living in the wider world	Relationships	Relationships

Blue Class

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Health and wellbeing	Living in the wider world	Relationships	Healthy lifestyle	Intimate relationships	Employability skills

Purple Class

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Health and wellbeing	Living in the wider world	Relationships	Healthy lifestyle	Intimate relationships	Employability skills

Green Class

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Mental Health	Financial decision making	Healthy relationships	Exploring influence	Addressing extremism and radicalisation	Work experience