Selworthy Special School

PSHE & RSHE Policy

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This policy should be read in conjunction with:

- The Oak Partnership PSHE policy (Primary Schools)
- Curriculum policy
- Keeping safe – safeguarding policy
- Equality and Respect policy
- Behaviour and Physical Intervention policy

Safeguarding and Confidentiality

All staff need to be aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. Any person receiving an allegation, observing evidence or identifying a suspicion of abuse is to be known as a whistle blower. Upon receipt of a disclosure or the raising of a concern, whistle blower must refer to the Designated Safeguarding Lead. A member of staff cannot promise confidentiality generally and specifically if concerns exist.

For further information on Safeguarding and Confidentiality, please refer to the Oak Partnership Trust Safeguarding Policy on the school website.

All staff delivering PSHE & RSHE will:

Give consistent messages; personal beliefs and attitudes will not influence RSHE teaching

Managing Questions

Pupils may ask questions beyond the planned curriculum. Staff will answer questions honestly, factually and at an age and developmentally appropriate level.

Where questions are unsuitable for whole-class discussion, staff may:

- Respond individually.
- Encourage discussion with parents/carers.
- Signpost appropriate support.
- Follow safeguarding procedures where concerns are identified.

Staff will never provide misleading information and will ensure responses remain consistent with school policy and statutory guidance.

The Statutory Provisions

The National Curriculum in England Framework Document (December 2014) for primary and secondary states that "All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education".

The Department for Education have made **Relationships Education compulsory in all primary schools** in England and **Relationships and Sex Education compulsory in all secondary schools**, as well as making **Health Education compulsory in all state-funded schools.** Content must; be age appropriate, taught sensitively and inclusively, be respectful of backgrounds and beliefs, provide learners with the knowledge they need of the law (Department for Education, 2018).

Rationale

At Selworthy School, Relationships, Sex and Health Education is recognised as a core safeguarding curriculum. Through carefully planned and developmentally appropriate learning experiences, learners are taught how to recognise risks, communicate concerns, seek help and keep themselves safe. This includes learning about personal safety, healthy and unhealthy relationships, consent, exploitation, grooming, online harms, sexual harassment, coercive and controlling behaviour, and abuse. Teaching is designed to empower learners to understand their rights, recognise when something does not feel safe and access trusted support. The curriculum is delivered in line with Keeping Children Safe in Education and the Department for Education RSHE Statutory Guidance (2025).

Simply put, PSHE & RSHE are curricula for life. Our learners are growing up in a rapidly changing world. PSHE & RSHE prepares them to work and live in this changing world. Helping them to stay safe, healthy and boost their life chances. Selworthy School teaches a diveRSHE cohort of learners, all who have complex special educational needs and disabilities. Our curriculum must prepare them for adulthood where they can confidently use their voice to consent, communicate and safeguard themselves. Learners need the

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knowledge, skills and understanding to have the best possible ability to make positive and informed choices that will keep them healthy and in positive relationships.

RSHE is not about the promotion of sexual activity.

Capacity to consent and request privacy may be an issue for some SLD and PMLD learners. However, it is important that their life experiences reflect good PSHE & RSHE principles.

Aims

By ensuring that PSHE & RSHE is a central aspect of each learner's learning experience, we aim to enable them to:

- Self-awareness, confidence and a positive self-image
- Ability to make choices and have control
- Emotional awareness, regulation and appropriate behaviours
- Boundaries and social rules
- Management and communication of needs, feelings and opinions
- Positive friendships and healthy relationships
- Awareness of risky or negative relationships including bullying and abuse
- Ability to use their voice to ask for help, say "No", and respond to risky or negative relationships
- Ability to keep themselves physically safe
- Online safety
- Personal hygiene routines
- Healthy eating
- Physical activity
- Correct vocabulary for their body parts, functions and growth changes Management of bodily change
- Awareness of public and private actions, situations and places
- Awareness of reproduction
- Awareness of intimate relationships, sexual intercouRSHE and contraception.
- Awareness of drugs, dangers and misuse
- Understanding personal boundaries and body ownership.
- Recognising and communicating consent.
- Understanding healthy, unhealthy and exploitative relationships.
- Recognising grooming, coercion and exploitation.
- Understanding sexual harassment and harmful sexual behaviour.
- Understanding digital citizenship and online safety.
- Knowing how and when to report concerns and identify trusted adults, support services and sources of help.
- Developing skills to safely navigate increasingly independent lives.

Equality, Inclusion and Diversity

At Selworthy School, RSHE will be delivered in a way that is inclusive, respectful and accessible to all learners. Teaching will comply with the Equality Act 2010 and reflect the diveRSHE society in which our pupils live.

Learners will be supported to:

- develop respect for themselves and others;

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- recognise and value differences between people;
- understand that families and relationships can take different forms;
- develop an understanding of protected characteristics in an age-appropriate and developmentally appropriate way;
- challenge prejudice, stereotypes and discrimination.

Learners will learn that families can take many forms and that stable, caring relationships are important for children's wellbeing.

Teaching materials and approaches will be adapted to meet the communication, learning, sensory and developmental needs of pupils, ensuring that all learners can access the curriculum and participate meaningfully in learning.

Curriculum: Content

Selworthy School is a member of the PSHE Association (the national body for Personal, Social. Health and Economic Education). To support the effective delivery of PSHE we use the PSHE EDUCATION PLANNING FRAMWORK FOR LEARNERS WITH SEND – Key stages 1-4.

The framework accompanies the 2020 edition of the PSHE Association Programme of Study for PSHE education and is fully aligned with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSHE) and Health Education from the Department for Education (DfE).

"We have mapped the content grids from this statutory guidance to the Planning Framework, and adapted learning outcomes appropriately in cases where statutory content may not be accessible for learners with SEND.

This Framework also supports schools to provide a comprehensive PSHE programme that integrates, but is not limited to, this new statutory content. 'The World I Live In' section covers aspects of PSHE relating to careers education, economic wellbeing, personal safety (including assessing and managing risk) and preparing for adulthood. Though not yet a statutory part of PSHE education, this learning is critical to support different levels of independence that learners with SEND may have, as well as helping schools to meet the Gatsby Benchmarks for careers education as part of the DfE Careers Strategy2. The Framework covers all of this while supporting you to plan, assess, monitor and evidence progress and achievement in your learners' PSHE education."

PSHE education planning framework for learners with SEND, Pg 5, PSHE Association, 2020.

The Planning Framework is organised into 5 sections:

1. **Self-Awareness** (Me, who I am, my likes, dislikes, strengths and interests)
2. **Self-care, Support and Safety** (Looking after myself and keeping safe; aspects of Relationships and Sex Education.)
3. **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)

5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)

Each area is broken down into topics – the full framework can be seen in **Appendices**.

The curriculum framework is supplemented by wider curriculum domains, particularly Technology, Communication and Language, and Preparation for Adulthood learning, which reinforce key safeguarding concepts including communication, consent, online safety, self-advocacy, healthy relationships and seeking help.

Learners with Hazelbrook and The Grove, will be supported to develop an understanding of online relationships and digital safety. Where developmentally appropriate, learning will include online influences, sharing images and personal information, manipulated or misleading online content, the impact of pornography, coercion and exploitation online, and strategies for recognising and responding to harmful or unsafe online situations.

Programme of study Oakhill site (Primary)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness	Managing Feelings	Healthy Lifestyles	Changing and Growing	Self-Care, Support and Safety – Keeping Safe	Self-Care, Support and Safety – Personal Hygiene

Programme of study Hazelbrook site (Secondary)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Awareness	Managing Feelings	Healthy Lifestyles	Changing and Growing	Self-Care, Support and Safety – Keeping Safe	Self-Care, Support and Safety – Personal Hygiene

The Relationship and Sex Education Curriculum

Definition of RSHE

RSHE is defined as a life-long process of acquiring information and forming attitudes, beliefs and values about sexual identity, relationships and intimacy (Primary School Workbook: Teaching Sex Education in the National Curriculum – Lenderyou 1993).

We aspire to see our learners lead full lives that incorporate loving relationships, healthy friendships, sexual intimacy if they desire it and to do so understanding the core values around respect, safety, sexual identities, consent, being healthy and their own and others

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boundaries. The statutory content is thoroughly embedded within the PSHE framework for SEND but in specific relation to RSHE will teach them:

- To know about different types of relationships and the joy these can bring.
- Why marriage is an important choice for some couples.
- That some people may wish to have children and others may not.
- What the roles and responsibilities of parents are.
- To determine if family, friends, sources of information and services are trustworthy and to know how to seek help.
- That some types of behaviours in relationships are illegal.
- The legal rights and responsibilities regarding equality.
- To enjoy opportunities online safety.
- To understand concepts of consent, abuse, grooming, coercion and harassment and how these can affect relationships.
- How people can actively communicate and recognise consent from others and how and when consent can be withdrawn.
- To recognise an intimate relationship.
- That they have the choice to delay or to enjoy intimacy without sex.
- To know the facts about reproduction, STI's and contraception.
- To know that the use of alcohol and drugs can lead to risky behaviour.

Consent is taught progressively throughout the school. Pupils learn that:

- Their body belongs to them.
- They have the right to say no.
- Consent must be freely given.
- Consent can be withdrawn at any time.
- Consent applies both online and offline.
- Respectful relationships require more than consent and include kindness, respect, trust and care.

Teaching is adapted appropriately to pupils' developmental and communication needs.

Sexual Harassment, Harmful Sexual Behaviour and Exploitation

As part of Selworthy School's safeguarding curriculum, learners will be taught, at a developmentally appropriate level, how to recognise, respond to and seek support regarding sexual harassment, harmful sexual behaviour and exploitation.

Learners will be supported to understand:

- The difference between safe, respectful and unsafe behaviours.
- That sexual harassment and sexual violence are never acceptable and are never the fault of the victim.
- How grooming, coercion and manipulation can occur both online and offline.
- The risks associated with criminal, sexual and financial exploitation.
- The signs of unhealthy, controlling or coercive relationships.
- How to recognise when they, or somebody else, may be unsafe.
- How to seek help from trusted adults and support services both within and beyond school, including understanding who they can talk to if they feel worried, unsafe or concerned about another person.

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Learning will be adapted to meet pupils' individual communication, cognitive and developmental needs, ensuring all learners can develop the skills needed to keep themselves safe and prepare for adulthood.

Learning relating to exploitation, grooming, coercion, online safety and personal safety is delivered through PSHE, Technology, safeguarding education and preparation for adulthood learning.

Working in Partnership with Parents and Carers

Selworthy School recognises parents and carers as the primary educators of their children and values their involvement in RSHE. Curriculum overviews are published alongside the wider curriculum documentation to help parents understand how PSHE and RSHE are delivered progressively across the school.

The school will:

- Consult parents whenever the policy is reviewed.
- Publish the policy on the school website.
- Parents and cares will be informed before discrete sex education units are taught and will be given information about the content and purpose of learning.
- Make curriculum overviews available.
- Provide opportunities for parents to view teaching materials upon request and explain how resources and adapted to meet the developmental, communication and learning needs of learners with SEND.
- Offer opportunities to discuss any concerns with school leaders.

Parents have the right to request that their child is withdrawn from some or all of the non-statutory sex education delivered as part of RSHE. Parents cannot withdraw their child from:

- Relationships Education in primary phases.
- Health Education.
- Content covered through the National Curriculum for Science.

Requests should be discussed with the Headteacher or delegated senior leader to ensure parents fully understand the curriculum content and implications of withdrawal.

Monitoring and Evaluation

The effectiveness of the PSHE and RSHE curriculum will be monitored through:

- Lesson observations.
- Learning walks.
- Curriculum reviews.
- Evidence for Learning records.
- Pupil voice activities.
- Parent and carer feedback.
- Staff feedback.
- Governor oversight.
- Review of curriculum plans.
- Review of resources.
- Sampling of learner work.
- Staff training evaluation.

The policy will be reviewed annually or earlier in response to legislative or statutory changes.

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Curriculum: Pedagogical Approach

Over the school year the sections of the framework are covered, one each half term. These form a programme of study which teachers use to match the needs of the learners in their particular classes. A flexible approach is taken as leaners development may not correspond to their chronological age or key stage (stage not age).

Much of the learning may need to be regularly re-visited and consolidated. The focus is on the quality of learning rather than quantity of 'topics' covered. It is not enough to simply teach learners about objectives; it is vital they have the opportunity to explore, recognise and understand the subject content. This helps to ensure learners develop the essential skills and attributes identified in the Framework, including key communication skills, vocabulary, strategies and the confidence to help manage issues when they encounter them (knowing how to seek help when necessary).

Like all children and young people, learners with SEND live in an increasingly 'connected' world. They are not always able to recognise or separate the 'offline world' from the 'online world'; therefore, all topics should be explored within the context of both.
Teachers further modify and adapt the curriculum to meet learners needs by:

- ✓ Breaking down the learning outcomes into smaller steps so that they form the basis of a lesson or series of lessons.
- ✓ Re-visiting, re-enforcing, consolidating and generalising previous learning, as well as introducing new concepts, knowledge and skills.
- ✓ Focusing on one aspect or a limited number of aspects within each stage.
- ✓ Re-visiting content through cross-curricular learning and/or through other activities in school.
- ✓ Offering both explicit and implicit learning opportunities and experiences which reflect learners' increasing independence (where applicable).
- ✓ Incorporating the six stages into school assessment procedures, so that learners' progress can be monitored both within lessons as well as over a period of time.
- ✓ Using some of the baseline assessment ideas in appendices, to identify learners' starting points. The learning outcomes could then be used to give meaningful feedback as well as next steps for learners.
- ✓ Including different sensory experiences tailored to individual learners, in addition to responding to adult prompting.
- ✓ Providing opportunities both in and out of school to promote physical, social and emotional understanding as learners move from the primary phase through to the secondary phase.
- ✓ Using the learning outcomes in the planning framework to support targets and identified areas of need in a learner's Education, Health and Care plan (EHC).

Accessibility and Adaptation for Learners with SEND

Selworthy School recognises that learners with SEND may be more vulnerable to abuse, exploitation, bullying, harmful sexual behaviour and online risk than their peers. Therefore, RSHE is an essential part of preparing learners for adulthood and promoting independence and safety.
Learning is adapted to meet individual cognitive, communication, sensory, physical and emotional needs through:

- Stage-not-age curriculum planning.
- Personalised learning pathways linked to EHCP outcomes.

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- Multi-sensory teaching approaches.
- Visual supports, symbols, social stories and AAC systems.
- Repetition, overlearning and regular revisiting of key concepts.
- Small-step progression and scaffolded learning.
- Real-life contextual learning and functional application.
- Individual risk assessment where needed.
- Close partnership work with families and multidisciplinary professionals.

Teachers ensure learners learn essential concepts relating to privacy, body ownership, consent, boundaries, healthy relationships, online safety and safeguarding at a level appropriate to their developmental stage while maintaining high aspirations for all learners.

Teaching and Learning: Supporting learner's needs

Teachers use a person-centred approach to planning and delivering the curriculum. Their starting point is the learner's individual needs, family history and current life situations. Using the EHCP, knowledge about pastoral needs, family situations and input from multi-agency professionals and the knowledge of their own relationships with the learner, the teachers decide how the curriculum would best be delivered. All staff in school will ensure that the curricula are embedded and consolidated through the wider school experience. These might include:

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- 1 discreet timetabled group session per week (link to the focus of the half term)
- Wellbeing Wednesday session – Focus on the needs of the class as a group.
- Targeted support (individual needs). This can also be organised together with other agencies or other professionals who work within the school (Mental Health support Team, ELSA, PFSA)
- Daily EHCP target work (Cognition and Learning, Communication and Interaction, Social Emotional and Well-being, Self-help, Independence Skills and Keeping Safe).
- In conjunction with parents and carers at home/school
- Themed days and activities (e.g. WOW events, Children Mental Health Week, Anti-bullying week, external visits such as the police or firefighters)
- Cross-curricula sessions - Science, Technology, Physical Development, Social and Emotional EHCP targets.
- Oakhill's PSHE and Science curricula both address areas which are the foundation of the Relationships and Sex Education curriculum, for example learning about ouRSHElves and others in relation to gender, an introduction to different relationships, physical touch and what is appropriate touch (consent) and what being friends means. Much of this is taught through play eg. sharing, turn taking and modelling the appropriate behaviour during the school day

Hazelbrook

- 1 discreet timetabled group session per week (link to the focus of the half-term).
- Wellbeing Wednesday session in KS3 – Focus on the needs of the class a group.
- On an individual basis – link to specific EHCP target or specific need (e.g. more support needed on understanding online safety or bereavement).
- In conjunction with parents and carer at home/school.
- In conjunction with other professionals attending school (ELSA support, MHST team)
- Cross-curricula sessions (E.g. Careers, in gaining qualifications such as cooking)

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- Themed days and activities such as WOW events (Children Mental Health Week, Anti-bullying week, Careers week, external visits such as Road Safety talks).
- Community projects
- KS3, KS4 and KS5 have gender specific streamed Sex Education lessons in the Summer term.

The Grove (Post-16)

- 2 Fit for Life timetabled lessons a week (Fit for Life is a combination of PSHE, Physical Development and Science).
- On an individual basis – link to specific EHCP target or specific need (e.g. more support needed on understanding online safety or bereavement).
- In conjunction with parents and carer at home/school.
- In conjunction with other professionals attending school (ELSA support, MHST team)
- Cross-curricula sessions (E.g. Careers, in gaining qualifications such as cooking)
- Themed days and activities such as WOW events (Children Mental Health Week, Anti-bullying week, Careers week, external visits such as Road Safety talks).
- Community projects
- KS3, KS4 and KS5 have gender specific streamed Sex Education lessons in the Summer term.

At Selworthy School, some sex education content is delivered in smaller, gender-specific groups where this is considered educationally beneficial. This approach is intended to support learner engagement, communication, confidence and access to sensitive curriculum content. Grouping arrangements are reviewed regularly and may be adapted according to the needs, maturity, communication abilities and wellbeing of individual learners. Teaching remains inclusive, respectful and appropriate to the needs of all pupils.

View **appendices** to see how the curricula are embedded within the wider school community.

Where appropriate, external agencies may be used to enhance the delivery of PSHE and RSHE. School staff will remain responsible for the planning, quality assurance and oversight of all content delivered.

Assessment

Assessment in PSHE education is used to identify future learning needs. We use Ipsative assessment – in which a learner's own starting point is the benchmark against which progress is measured, rather than the performance of others.

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1. BASELINE ASSESSMENT	2. ASSESSMENT for LEARNING (AfL)	3. ASSESSMENT of LEARNING (AoL)
Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').	Build AfL into the lesson(s) to gauge understanding, adopt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.	At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.

PSHE education planning framework for learners with send, Appendix 3, Pg 62, PSHE Association, 2020.

Progress is recorded and monitored through the **Evidence for Learning** app. This will form the basis of the evidence of learners' learning and understanding. Selworthy School's 4-point Level of Support scale (Experienced, Supportive Participation, Scaffolded Support and Independently) is used to describe the amount of adult input a learner was receiving with a particular task, skill or assessment. PSHE is one of Selworthy's core domains and is assessed 3 times a year, with teachers' assessing whether the learner is on track for their predicted end of year target.

Curriculum trackers are also used to identify what has been taught in the past. Therefore, it works as a starting point when planning a lesson.

Roles and Responsibilities

Governors Provide strategic oversight of RSHE, ensure the school meets statutory requirements, monitor implementation and ensure consultation arrangements are in place.

Headteacher Is responsible for the implementation of the policy and liaising with the governing body, The Oak Partnership Trust, parents, carers and other appropriate agencies.

PSHE lead The Co-Ordinator, together with the Headteacher, has a general responsibility to support other members of staff in the implementation of this policy and will also disseminate information relating to PSHE/RSHE. They are also encouraged to contact liaise with parents regarding any queries or concerns relating to the RSHE policy or provision.

Teachers Responsible for the implementation of the policy as well as planning, resourcing, delivering and recording learner experience on the EfL app. Teachers are also encouraged to be involved in the development of the curriculum by suggesting topics, resources and by identifying potential issues.

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Parents/Carers The school recognises that the parents/carers are key figures in helping their children to cope with the emotional and physical aspects of growing up and therefore have more responsibility in preparing them for challenges and responsibilities which sexual maturity brings. Parents carers are encouraged to support the school's PSHE/RSHE and have access to this policy.

All Staff PSHE/RSHE is a whole school issue. All staff, both teaching and non-teaching, should be aware of this policy and how it relates to them. Staff delivering PSHE and RSHE will receive appropriate training and professional development to ensure curriculum content is delivered accurately, confidently, sensitively and in accordance with current statutory guidance. Staff will access to resources, safeguarding guidance and support relevant to needs to learners at Selworthy School.

Resources

All resources for PSHE are kept in a central resource area. They are added to over the year by all members of staff and sorted by the PSHE co-ordinator yearly. There is also a resources catalogue for each area of PSHE, which is circulated to teachers. This provides staff with detailed and up to date information about the physical resources that are available to support teaching and learning.

References

Department for Education (2025). Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance (effective September 2026).

Department for Education (2014) The National Curriculum in England Framework Document.

Lenderyou, G. (1993) Primary School Workbook: Teaching Sex Education within the National Curriculum. London. Family Planning Association.

PSHE Association – Planning Framework for Children with SEND.
Planning Framework for Pupils with SEND

Appendices

TOP Curriculum PSHE Policy

PSHE Curriculum Framework for Children with SEND

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