



Elms Bank
School & College

Excellence for All

PSHE and RSHE Policy



Part of the

Oak
Learning Partnership



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2	October 2026	Natalie Callaghan	Annual policy review completed. Updated to reflect current statutory RSHE guidance and ensure the curriculum remains relevant, inclusive and appropriate for the needs of pupils at Elms Bank School and College.

1. Policy Statement

At Elms Bank, PSHE and RSHE form a central part of our curriculum offer and safeguarding culture. In line with DfE statutory guidance and Ofsted expectations (2026), we provide a sequenced, inclusive curriculum tailored to the needs of pupils with SEND, across 6 pathways in school, and at Elms Bank College.

We aim to equip pupils with the knowledge, skills and understanding to:

- Stay safe and healthy
- Build positive relationships
- Develop independence
- Prepare for adulthood

2. Definitions

PSHE (Personal, Social, Health and Economic Education) is the wider programme through which pupils develop knowledge, skills and attributes for life.

RSHE (Relationships, Sex and Health Education) forms a statutory component of PSHE.

Relationships Education and Health Education are statutory for all pupils. Sex Education is delivered in accordance with statutory guidance and parental withdrawal rights.

3. Curriculum Intent

Our curriculum is ambitious and designed for all learners, regardless of starting point. It is carefully sequenced and supports preparation for adulthood, including independence, employment and community participation. Learning builds progressively over time, enabling pupils to develop and apply knowledge, skills and understanding with increasing confidence.

The curriculum is inclusive and accessible to all learners. It is carefully adapted to meet the diverse cognitive abilities of our pupils, with particular consideration given to those on pathways where communication and understanding are key areas of need.

We prioritise safeguarding, functional knowledge and the development of resilience, ensuring pupils can apply learning in real-life contexts.

Curriculum content is informed through ongoing pupil voice, engagement activities and feedback from pupils across all pathways. Pupils are supported to communicate their views through approaches appropriate to their level of understanding and communication needs.

Through PSHE and RSHE, pupils are supported to develop the knowledge, skills and understanding they need to stay safe, build positive relationships, maintain their physical and mental wellbeing, and prepare for adult life.

4. Curriculum Implementation

We deliver PSHE/RSHE through a structured, spiral curriculum.

Teaching includes:

- Visual supports and communication aids
- Social stories and role play
- Small group and individual teaching
- Repetition and reinforcement

Content is carefully sequenced and adapted to align with pupils' EHCP outcomes and individual learning needs. Students in the Inspire and Nurture pathways access a shared core curriculum, with appropriate differentiation to ensure accessibility and challenge. For learners in the semi-formal Explore pathway, content is systematically broken down into smaller, progressive steps to support understanding and retention. Pupils within the Discover, Connect and Thrive pathways follow a sensory-rich, highly structured curriculum, which is coherently planned to develop key skills and concepts over time (see long-term plan).

5. Curriculum Coverage

The curriculum provides planned progression in:

- Understanding healthy, respectful and safe relationships.
- Recognising and reporting abuse, exploitation and unsafe situations.
- Developing emotional literacy, self-awareness and self-regulation.
- Understanding diversity, equality, inclusion and protected characteristics.
- Managing physical and emotional changes associated with growing up.
- Understanding consent, boundaries, privacy and personal safety.
- Developing independence, employability and preparation for adulthood skills.
- Maintaining physical health, personal hygiene and healthy lifestyles.
- Navigating online relationships and digital environments safely.

Through the Long-Term Plan, pupils are supported to become safe, healthy, confident and independent young people who are prepared for adult life and able to contribute positively to society. The curriculum reflects current statutory guidance and is regularly reviewed to ensure it remains relevant, inclusive and responsive to the needs of our pupils.

6. Curriculum Content and Long Term Planning

The PSHE and RSHE curriculum is delivered through a carefully sequenced Long-Term Plan that ensures progression in knowledge, skills and understanding from Year 7 to Year 14. The curriculum is aligned with the statutory requirements for Relationships Education, Relationships and Sex Education (RSE) and Health Education and is adapted to meet the diverse needs of pupils across all pathways at Elms Bank. Content is revisited and built upon over time to support retention, generalisation and increasing independence. The curriculum is designed to support pupils in preparing for adulthood, developing healthy relationships, staying safe, maintaining positive physical and mental health, and participating successfully in their communities.

The Long-Term Plan is organised around key themes which are revisited throughout a pupil's journey:

- Health and Wellbeing
- Relationships and Families
- Respectful Relationships
- Online Safety and Digital Citizenship
- Personal Safety and Safeguarding
- Mental Health and Emotional Wellbeing
- Living in the Wider World
- Citizenship and British Values
- Independence and Preparation for Adulthood
- Sex Education (in accordance with statutory guidance)

Learning is carefully adapted to reflect pupils' age, developmental stage, communication abilities and individual SEND needs. The curriculum incorporates opportunities for pupils to develop communication, decision-making, self-advocacy, resilience and relationship skills through practical, relevant and meaningful learning experiences. Content is delivered using a range of approaches including discussion, role play, social stories, visual supports, sensory experiences, AAC systems and real-life scenarios to maximise engagement and understanding.

7. Age Appropriate and Developmentally Appropriate Teaching.

Sex education is delivered in an age-appropriate and developmentally appropriate manner. Teaching content, resources and approaches are carefully adapted to reflect the communication, cognitive, emotional and social development of individual pupils. Staff consider each learner's understanding, maturity and SEND needs to ensure learning is meaningful, accessible and supports safeguarding, independence and preparation for adulthood. Content is presented sensitively and progressively, allowing pupils to build knowledge and understanding over time.

8. Safeguarding and Managing Disclosures

PSHE and RSHE play a vital role in safeguarding pupils by helping them recognise risk, understand healthy and unhealthy relationships, identify unsafe situations and know how to seek help.

Staff create a safe learning environment while making clear that confidentiality cannot be guaranteed if a pupil discloses information that indicates they or another person may be at risk of harm.

Where a safeguarding concern or disclosure arises during a lesson:

- Staff will listen carefully and respond appropriately without promising confidentiality.
- Staff will record concerns in accordance with school safeguarding procedures.
- Information will be passed promptly to a member of the Designated Safeguarding Lead (DSL) team.
- The DSL team will assess the concern and take appropriate action in line with the school's safeguarding and child protection procedures.

All staff delivering PSHE and RSHE receive regular safeguarding training and understand their responsibilities under Keeping Children Safe in Education (KCSIE).

The curriculum is designed to equip pupils with the knowledge and skills to recognise risk, understand consent and personal boundaries, and identify safe and unsafe relationships, including online. Concepts are taught explicitly, regularly revisited, and adapted to ensure accessibility and understanding.

A safe and supportive environment is maintained, where pupils are encouraged to share concerns and know how to seek help. Staff respond sensitively but follow safeguarding procedures at all times, in line with *Keeping Children Safe in Education (KCSIE)*.

9. Impact and Assessment

The impact of PSHE and RSHE is measured through a triangulated approach, including pupil voice, progress against EHCP outcomes, and analysis of behaviour and safeguarding data. Pupil voice is gathered using adapted communication methods to ensure all learners can express their views and demonstrate understanding. Progress towards EHCP outcomes is reviewed regularly to evaluate how effectively the curriculum supports pupils' personal development, communication, and independence. In addition, behaviour and safeguarding records are monitored to identify improvements in pupils' ability to recognise risk, manage relationships, and make safe choices.

As a result, pupils demonstrate increased independence, confidence, and resilience, alongside a growing ability to apply their learning in real-life contexts, including managing relationships, maintaining personal safety, and making informed decisions.

10. Inclusion

The curriculum is designed to be fully inclusive and representative of diversity across society. Appropriate adaptations are made to meet pupils' individual communication, cognitive, and learning needs, ensuring all learners can access and engage meaningfully with the content.

At Elms Bank School, RSHE is adapted to ensure that all pupils can access and understand learning regardless of need, communication profile or cognitive ability.

Adaptations may include:

- Use of visual supports, symbols and photographs.
- Augmentative and Alternative Communication (AAC) systems, including communication boards and electronic devices.
- Social stories and personalised narratives to develop understanding of relationships, personal safety and social situations.
- Makaton, signing, objects of reference and sensory approaches where appropriate.
- Small-step learning and repetition to reinforce key concepts.
- Personalised teaching approaches linked to EHCP outcomes and individual communication needs.
- Pre-teaching and overlearning of key vocabulary and concepts.
- Structured communication supports and additional processing time.
- Individual, small-group or whole-class delivery depending on needs.
- Close collaboration with families and multidisciplinary professionals where appropriate.

Teaching is carefully differentiated to support pupils' understanding while maintaining high expectations and ensuring access to safeguarding, health, relationships and preparation for adulthood learning.

The school is committed to promoting equality, diversity, inclusion and mutual respect. Inclusion at Elms Bank extends beyond SEND and reflects our commitment to ensuring that every pupil feels valued, represented, respected and safe within both the curriculum and wider school community.

In accordance with the Equality Act 2010, teaching reflects and respects the protected characteristics of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Through the PSHE and RSHE curriculum, pupils develop an understanding of diversity and learn to treat others with dignity, kindness and respect.

Teaching actively challenges prejudice, discrimination, stereotypes and harmful attitudes. This includes addressing sexism, misogyny, misandry, homophobia, racism, and other forms of discriminatory behaviour. Pupils are supported to understand that all people deserve respect and that behaviour which makes others feel unsafe, excluded or devalued is unacceptable and will not be normalised or tolerated within our school community.

11. Parental Engagement

Parents and carers are provided, on request, with clear and accessible information about the PSHE and RSHE curriculum, including the content, purpose and sequencing of learning. This information is shared through a range of channels, including the school website, curriculum overviews and direct communication, to ensure transparency and understanding. The school is committed to working in partnership with parents and carers, recognising their important role in supporting pupils' personal development, wellbeing and preparation for adulthood. Opportunities are provided for parents to ask questions, view materials where appropriate, and seek guidance on how learning can be reinforced at home.

Parents and carers have the right to request withdrawal from some or all of the sex education that falls outside of the statutory science curriculum. Requests should be made in writing to the Headteacher and will be considered in accordance with statutory guidance.

Parents and carers cannot withdraw their child from:

- Relationships Education
- Health Education
- Any content delivered through the National Curriculum for Science

Requests for withdrawal from sex education must be made in writing to the Headteacher.

Following receipt of a request, the Headteacher will meet with parents/carers to discuss:

- the nature and purpose of the curriculum content;
- the reasons for the request;
- the potential impact of withdrawal on the pupil's understanding of relationships, safety and preparation for adulthood.

The school will respect parents' legal rights regarding withdrawal from non-statutory sex education. Where a pupil is withdrawn, appropriate alternative educational provision will be considered and provided where practicable.

The school encourages parents and carers to discuss any concerns with staff before making a final decision.

If parents or carers would like to discuss the contents of this policy, view curriculum materials, or seek further information about the PSHE and RSHE curriculum, they are encouraged to contact the school. We welcome open communication and are committed to working in partnership with families to support the wellbeing, safety and personal development of all pupils.

12. Statutory and Non-Statutory Content

PSHE education includes both statutory and non-statutory learning. Some areas are required by law and must be taught to all pupils, while other areas are included because they support pupils' personal development, wellbeing, independence and preparation for adulthood.

Statutory content includes Relationships Education, Relationships and Sex Education (RSE), Health Education and the relevant science curriculum. This teaches pupils about healthy relationships, keeping safe, physical and mental health, online safety, puberty, sexual health and wellbeing.

Non-statutory content includes areas such as financial education, careers, citizenship, independent living skills, road safety, first aid and preparation for adulthood. These topics are included to support pupils in becoming safe, confident and independent members of their community.

All content is delivered in an age-appropriate, inclusive and accessible manner, with adaptations made to meet the needs of individual pupils, including those with SEND.

13. Legislative and Statutory Framework

This policy has been developed in accordance with the following legislation and statutory guidance:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, 2025; effective September 2026)
- Children and Social Work Act 2017
- Education Act 2002
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)
- SEND Code of Practice: 0-25 Years
- Human Rights Act 1998
- The Education (Independent School Standards) Regulations 2014 (where applicable)

The school is committed to promoting equality, diversity, inclusion and mutual respect. In accordance with the Equality Act 2010, teaching reflects and respects

the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. Through the PSHE and RSHE curriculum, pupils develop an understanding of diversity and learn to treat others with dignity, kindness and respect. Teaching challenges prejudice, discrimination and stereotypes while promoting positive relationships and inclusion for all members of the school community.

14. Staff Training

The effective delivery of PSHE and RSHE is supported through ongoing staff training and professional development. All staff involved in teaching the curriculum receive regular training to ensure they have up-to-date knowledge of statutory RSHE guidance, safeguarding responsibilities, and best practice for supporting pupils with SEND. This is shared through staff CPD sessions. The PSHE Lead supports staff in delivering sensitive and complex topics, including relationships, consent, online safety and personal boundaries, in a way that is accessible and appropriate for all learners.

In addition, staff are supported to develop strategies for adapting teaching to meet a wide range of communication and cognitive needs, ensuring consistency across pathways. Safeguarding training, in line with *Keeping Children Safe in Education (KCSIE)*, underpins all delivery, enabling staff to respond appropriately to questions, concerns, or disclosures arising during lessons. Senior leaders monitor training provision to ensure that PSHE and RSHE are delivered effectively, consistently, and in line with current statutory expectations.

15. Monitoring and Review

This policy will be reviewed annually by the Headteacher, PSHE and RSHE Lead and Governors. Curriculum quality will be monitored through lesson observations, pupil voice, staff feedback, safeguarding information and curriculum review processes.

16. Confidentiality

Pupils are encouraged to share concerns and seek support from trusted adults. Whilst staff will always handle information sensitively, confidentiality cannot be guaranteed where there are concerns about the safety or wellbeing of a pupil or another person. In such circumstances, safeguarding procedures will be followed.

Information disclosed during PSHE and RSHE lessons will be managed in accordance with the school's Safeguarding and Child Protection Policy. Staff will not promise confidentiality and will act in the best interests of pupils at all times.