PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE) AND RELATIONSHIP, HEALTH AND SEX EDUCATION (RHSE) POLICY

Rationale

At Manor Green School we believe that effective PSHE and RHSE are essential to enable our young people to have healthy relationships, stay safe and make informed decisions about their lives. We believe at Manor Green School that PSHE and RHSE are core subjects whereby students gain knowledge, skills and values that will help them become more independent. In particular, we believe that relationships and health education are a daily concern, therefore the content of the RHSE programme is integrated into the PSHE curriculum and topics around relationships and health are integral to the wider curriculum in all its forms.

PSHE is awareness of how to respond appropriately to others wants and needs; exploring what is right and wrong and maintaining positive interactions with others. PSHE aims to provide personal development opportunities by boosting self-confidence and self-esteem through celebrating achievement.
RHSE is the lifelong learning about physical, moral and emotional development and at Manor Green School the emphasis includes healthy relationships, rights and responsibilities and staying safe.

Sex education, in particular, is that part of a student's education which provides knowledge about reproduction and puberty and an understanding of the nature of intimate relationships and sexuality. It is an essential element and forms part of a wider relationships' education that encourages acquisition of skills to make positive and fulfilling relationships. It also helps students examine their own, and other people's, attitudes and values to respect and empathise with others. PSHE and RHSE needs to be placed within a moral, social, legal, cultural, ethical and personal context.

Health education is also an essential part of our students' curriculum which includes understanding the essential elements of maintaining good physical health and mental wellbeing in modern society. In as much as they are able, students should be equipped with the skills to maintain their own physical and mental health, understand the indications of a healthy body and healthy mind and be aware of the 'what to look for' and 'how to get help' when concerns arise.

Aims

Across the school, PSHE is delivered through a spiral curriculum, ensuring that students revisit key themes and concepts throughout their educational journey. Students in the Foundation, Experience and Explore strands access PSHE and RSHE through a range of meaningful daily experiences rather than discrete lessons, with themes woven throughout routines, play, communication opportunities and curriculum activities.

For students within the Engage and Enquire pathways, PSHE is delivered through a weekly lesson. A different topic is explored each half term and, where appropriate, links are made to the wider cross-curricular termly topic. The PSHE curriculum is organised around six key areas: Self-Awareness, Self-Care, Support and Safety, Managing Feelings, Changing and Growing, Healthy Lifestyles, and The World I Live In. Each area is subdivided into specific topic strands, with many themes naturally overlapping to reinforce learning and support the development of transferable skills.

Through the spiral curriculum model, students revisit these topics year after year, enabling them to deepen their understanding, build on prior learning and develop increasing independence and self-awareness at a pace appropriate to their developmental stage. Learning is adapted to ensure content remains relevant, accessible, and meaningful for all learners.

In addition to planned curriculum delivery, key PSHE themes are further enhanced through whole-school events and themed weeks, such as Anti-Bullying Week and Safer Internet Day and Discovery Week, providing students with additional opportunities to explore and consolidate important concepts in a practical and engaging way.

We aim to deliver Relationships, Sex and Health Education (RSHE) within the context of a broad and balanced curriculum that forms part of our wider PSHE provision. RSHE is fully integrated throughout the curriculum and is not taught in isolation, taken out of context or given undue emphasis. Instead, it is embedded within wider learning about relationships, health, wellbeing, personal development and preparing for adulthood.

As with our PSHE curriculum, RSHE follows a spiral curriculum model, enabling students to revisit key themes and concepts throughout their time at school. This approach supports students to develop their knowledge, understanding and skills at a pace that reflects their individual developmental needs. For students within the Foundation, Experience and Explore strands, RSHE themes are delivered through meaningful daily experiences, interactions and routines. Students encounter learning through a range of curriculum vehicles, including play-based activities, Attention Autism sessions, social communication opportunities, transitions, snack and lunchtime routines, and other naturally occurring learning experiences across the school day.

For students accessing the Engage and Enquire pathways, where semi-formal and formal learning takes place, RSHE is taught more discretely through planned lessons and structured learning opportunities. This ensures that students can access explicit teaching of key concepts whilst learning remains appropriate to their stage of development, communication needs and cognitive understanding.

Our RSHE curriculum has been designed using the SoSAFE! framework, which was developed specifically to support children and young people with SEND. The programme provides consistent, accessible and developmentally appropriate language, alongside high-quality visual resources and structured teaching approaches. This supports students to understand complex concepts, develop appropriate vocabulary and apply learning to real-life situations in a way that is meaningful and relevant to them.

We aim to deliver RSHE in a way that helps students understand relationships, personal safety, health and wellbeing, while also learning about the reasons for, and benefits of, making safe and informed choices as they grow older. Teaching is carefully adapted to reflect the level of understanding, communication needs and additional challenges that our students may experience.

We recognise the vital role that parents and carers play in supporting their child's personal development. We therefore aim to work in partnership with families, regularly sharing

information about the content and delivery of RSHE. Wherever possible, we seek to reflect the views of parents and carers, the culture of the local community, and the perspectives of students and staff, whilst ensuring that teaching meets statutory requirements and promotes inclusion, respect, and safeguarding.

Through our RSHE curriculum, we aim to help students understand the nature and importance of positive, healthy, and respectful relationships. This includes helping students recognise the significance of marriage and family life, while also developing an understanding of the value of other strong, caring and mutually supportive relationships. We are committed to ensuring that all families and relationships are represented respectfully. No family structure or relationship type is criticised or promoted above another, and we actively seek to ensure that no student experiences stigma or discrimination because of their family circumstances, background or personal identity.

Our aim is to equip students with the knowledge, understanding, communication skills and confidence they need to develop healthy relationships, make informed choices, keep themselves safe and prepare for life beyond school.

We also recognise that a range of people from the wider community, such as health professionals, can help to enhance and enrich the delivery of our programme. However, we will ensure that anyone coming into school to help deliver the programme is aware of the school's policy and abides by it.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

Guidelines

Teaching Methods

- Active learning methods which involve students' full participation are used and PSHE and RHSE takes place within normal classroom provision of mixed-sex and mixed ability classes. When appropriate, students may be placed into different groups according to their relevant needs, or into single-sex groups for gender sensitive topics.
- Teaching methods will take into account developmental differences of students and the potential for discussion on a one-to-one basis or in small groups. Teachers will plan a variety of activities which will help to engage all learners and cater to their differing needs. We will ensure that the programme is tailored to the individual needs of students and takes into account their physical and emotional maturity. Teachers will ensure that all learners can access a curriculum relevant to their own specific needs.
- Staff will help students to develop the confidence to talk, listen and think about health, relationships and sex through a variety of strategies.
- Parents' personal views and understanding of their children will always be taken into account in the use of teaching methods and resources, in line with the statutory expectations published by the DfE.

RHSE Provision

- The school staff will liaise closely to ensure that both PSHE and Science programmes complement each other and reinforce learning. We will set all objectives covered as part of the Science curriculum within the context of feelings, relationships and values and not simply focus on the physical aspects of reproduction.

PSHE and RSE content

First, Middle and Upper school departments at Manor Green School all include students with severe or moderate learning difficulties, as well as students with physical disabilities. To support our students understanding of relationships in general, and RHSE more specifically, the teachers will differentiate the learning depending on needs and ability. For all students, both physical and cognitive development will inform the programme of study they are given. The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects. *The following is a summative overview of topics covered in each school department. More detailed information is available within the PHSE curriculum documents.*

For the purpose of this policy:

- "**Relationships education**" is defined as teaching students about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- "**Health education**" is defined as teaching students about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- "**Sex education**" is defined as teaching students about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

Foundation

Students within the Foundation start as young as 2 years old and generally carry on within the school to year 4 (9 years' old). Foundation teaches using the Early Years' Foundation Stage model so the following themes are taught through Literacy, PSED and Understanding the World. Students engage in age-appropriate books and materials around the subject matter to help understand it better. Relationships' education in Foundation covers the following at the level of understanding of our students:

- Self-Regulation and managing self skills; how to accept support with co-regulation to develop their self-regulation strategies
- Self-help and independence skills; to build resilience and perseverance throughout the school day
- Disability awareness; understanding their own and others needs and what makes them different
- Road Safety; how to keep themselves safe when out and about in the community
- Positive Relationships: appropriate physical contact with adults, hugs/kissing and also developing understanding around appropriate relationships with peers, such as playing 'mummies/daddies', 'boyfriends/girlfriends'.
- Stranger Danger: early understanding on what to do if approached by someone they don't know, and who they can go to for help.
- Where there are specific concerns, staff will use a social story to support early puberty or relationships

Experience and Explore

Experience and Explore Strands includes students with profound and multiple or severe learning difficulties as well as students with profound autism. For many students, their self-awareness and comprehension limits their ability to understand relationships in general and RHSE more specifically. For this reason, these strands do not access subject specific learning, but are exposed to key themes using a variety of different curriculum vehicles.

Topics are bespoke to students' needs and range from different relationships, friendships and families, developing autonomy, regulation to public and private areas of the body.

Engage and Enquire – Middle School

Students within Middle School start in year 5 (age 9-10) and usually carry on to year 9 (age 13-14). Middle School topics are bespoke to students' needs and cover the following areas as appropriate:

- RHSE; including Relationships: including friendships, families and people students can go to for support, the importance of consent, honesty and the concept of personal privacy, marriage and civil partnership (minimum age), personal space and boundaries, showing respect, and understanding the differences between appropriate and inappropriate contact.
- Acceptable and unacceptable behaviour in relationships.
- Personal hygiene; including Puberty and menstruation, healthy eating and physical health.
- Mental wellbeing

Engage and Enquire Upper School (including Post-16)

Students within the Upper School start in year 10 (age 14-15) and may carry on within the school to the age of 19. Where applicable, classes will follow accredited units from ASDAN PSD and AQA PSE related to the topic. Topics are bespoke to students' needs and cover the following areas as appropriate:

- Personal hygiene
- Health and prevention
- Healthy eating and physical health
- Mental wellbeing and self-regulation
- Relationships – including friendships, families and people students can go to for support, what is acceptable and unacceptable behaviour in relationships.
- The importance of honesty, consent- permission seeking and giving, and the concept of personal privacy, characteristics of healthy relationships and marriage and civil partnership (minimum age)
- How to recognise and report abuse, including emotional, physical and sexual abuse
- Contraception, developing intimate relationships, resisting, and not applying, pressure to have sex.
- Grooming, sexual exploitation and domestic abuse.
- Puberty and menstruation
- Online safety and appropriate behaviour online.

Materials

Materials used at Manor Green School must be in accordance with the PSHE framework and the law. Inappropriate images should not be used, nor should explicit material not directly related to explanation. We will ensure that students are protected from teaching and materials via the internet, or on paper, which are inappropriate, having regard to the age, ability and cultural background of the students concerned.

Terminology

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach students the anatomically correct names for body parts.

Roles and Responsibilities

The Headteacher

- Ensures that all students make progress in achieving the expected educational outcomes.
- Ensures the PSHE and RHSE curriculum is well-led, effectively managed and well-planned.
- Evaluates the quality of provision through regular and effective self-evaluation.
- Ensures that teaching is delivered in ways that are accessible to all students with SEND.
- Ensuring that parents are fully informed of this policy and the RHSE resources are available to parents beforehand.
- Ensures that PSHE and RHSE is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensures the policy is published on the school's website and provided free of charge to anyone who requests it.
- Ensures adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to students; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Reviews the policy on an annual basis.

The Leadership team

The leadership within the school will monitor school practice and review the PSHE and RSE Policy and Scheme of Work to ensure that:

- All staff are up to date with developments in the subject by attending INSET, workshops, support groups, accessing books and other literature, and sharing this information with colleagues.
- Expertise and subject knowledge is shared through INSET, workshops, and staff meetings so that staff can teach effectively and handle any difficult issues with sensitivity.
- Resources are well developed, well organised, labelled and accessible.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Appropriate planning, teaching methods, activities and resources are being delivered.
- Both staff and parents are informed about our PSHE and RSHE policy and that the policy is implemented effectively.
- External agencies are used effectively and appropriately for the school PSHE and RSE programme.
- All adults who work with students on these issues are aware of the school policy and that they work within this framework.
- Ensure that staff values and attitudes will not prevent them from providing a balanced RHSE in school.
- The PSHE and RSHE curriculum will be kept under constant review and the school will consider scenarios in which safeguarding concerns and patterns of concerning behaviours, e.g. reports of sexual harassment, should be addressed by updating relevant parts of the RSHE curriculum.

Teaching Staff

- All teachers are committed to delivering the PSHE and RSE curriculum.
- In teaching about safeguarding, the RSHE curriculum will be tailored to the specific needs and vulnerabilities of individual students.
- Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSHE. To this end, ground rules have been agreed to provide a common framework within which to teach and to deal with issues.
- Students will be given preparation so that they will know how to minimise any embarrassment they feel.
- No one (staff or student) should be expected to ask or answer a personal question.
- No one will be forced to take part in a discussion.
- In all sex education and Science based lessons, only the correct names for body parts will be used {breast, penis, vagina, bottom}.
- Meanings of age-appropriate words will be explained in a sensible and factual way.
- Sometimes an individual student will ask an explicit or difficult question in the school setting. Questions do not have to be answered directly and can be addressed later. Staff must use their skill and discretion in these situations and refer to the department leader or LT.
- If a question or comment raises a Child Protection concern LT should be informed so that safeguarding procedures can be followed.

Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- work closely with parents when planning and delivering these subjects;
- answer any questions that parents may have about the sex education of their child;
- support parents who are finding it difficult to accept their children's developing sexuality;
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school;
- encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- Liaise with parents so that wherever possible the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages.

Right to Withdraw

We acknowledge that parents have the right to request that their child be withdrawn from some, or all, of the topics directly related to sex education delivered within RSE up to and until three terms before the child turns 16.

Where the young person, at this point, is still not cognitively able to choose for themselves, we will be guided by the parents in delivering the most appropriate content for that student . If the young person is cognitively able and wishes to partake in sex education lessons rather than be withdrawn, staff will make arrangements for this to happen from three terms before the child turns 16 - the legal age of sexual consent.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the leader of the cluster their child is in, and make it clear which aspects of the programme they do not wish their child to participate in.

The government legislation does not allow parents to withdraw students from all other forms of Relationships' Education, including Health Education and Science based lessons on sexual reproduction. It is important that all students learn about relationships and understand their own health at the appropriate level for their understanding. We will make every effort to deliver that education in a way that respects the views of the students and parents and helps the students respect the views of others.

Working with Outside Agencies

We encourage other valued members of the community to work alongside and with us to provide advice and support to the students with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our PSHE and RSE programme. All contributors to the PSHE and RSE programme are made aware of this Policy.

Equal Opportunities

All teaching and non-teaching staff at our school are responsible for ensuring that all students, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum whilst in our school.

Young people, whatever their developing sexuality, need to feel that PSHE and RSE is relevant to them and sensitive to their needs. Teachers will deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. There should be no direct promotion of sexual orientation.

We are aware that sexual orientation and what is taught in schools is an area of concern for some parents. We will work closely to reassure parents and make them aware of the content of the programme and the context in which it will be presented.

All forms of bullying are unacceptable, be it racial, as a result of a student's appearance, related to sexual orientation, or for any other reason.

Pastoral support for students

All members of staff are approachable to discuss any personal issues including sex and relationship issues with the students. However, if a student makes a reference to being involved in, or likely to be involved in, sexual activity then the member of staff will take the matter seriously and deal with it as a matter of Child Protection. Teachers will respond in a similar way if a student indicates that they may have been a victim of abuse. In these circumstances the teacher will deal with the matter in accordance with Child Protection procedures. Any issues relating to young adults will be shared with parents as appropriate.

Staff may not offer or guarantee confidentiality to students in any matter relating to abuse, under-age sexual intercourse or pregnancy. At the same time, students will be offered sensitive and appropriate support.

In the case of a student disclosing possible abuse, the school's Child Protection Procedures will be used.

All students will be taught about keeping themselves and others safe, including online, as part of a broad and balanced curriculum.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website, weekly email to parents, social networking sites and letters home;
- The School Bus Compliance Manager
- the staff handbook;
- meetings with parents;
- meetings with school staff;

Monitoring of the policy

Review of Procedure

This procedure shall be subject to an annual review.

The Governing Board approved this policy on date: 22nd October 2026

Signed: Colin Hayfield, Chair of Governors
Signed: Helen Hannam, Headteacher

Date of review or revision	Description	Author or reviewing officer
December 2024	Updated in line with 'Keeping children safe in education' and policy points have been added on the teaching of safeguarding in RSHE.	Josie Glover
October 2026	Changes made inline with updated GOV guidance (PSHE association) and new strand curriculum delivery including SOSAFE!	Josie Glover