



## Personal, Social, Health, Economic Education (PSHE) Policy

Including Relationships and Health Education statutory  
from September 2020, and our position on Sex Education

Created: June 2025

To be reviewed: September 2026

## **Introduction & Context**

Bradford Beacon School is an independent school providing specialist education for children aged 4 - 11 with autism, often alongside complex learning, communication, and sensory needs.

All our children are extremely vulnerable, and many have experienced disruption to formal education. For some, this has resulted in long periods of absence which has impacted on their self-esteem and self-confidence. At Bradford Beacon, we believe that every child has unique talents and potential. Our mission is to provide the opportunities and support for every learner to be the very best that they can be. We aim to make learning fun, purposeful, and appropriately challenging.

The overriding aim of our curriculum and wider work is to achieve the best possible outcomes for our children in terms of individual learning, independence, personal growth and development and personal safety. We aim to provide them with an understanding about the wider world to enable them to make informed, appropriate choices and decisions where possible.

Our PSHE curriculum is flexible, adaptable, and robust enough to meet the ever-changing demands of the modern world and best prepare our children for a life within it and promotes the spiritual, moral, cultural, mental, and physical development of our students, preparing them for the opportunities, experiences, and responsibilities for later life.

Our Relationships and Sex Education (RSE) and Health Education enables our young people to learn how to be safe, and to develop healthy relationships.

## **Statutory requirements**

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 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. As an independent school we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We are not required to provide sex education however, we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Bradford Beacon School, the curriculum has been developed to best suit the needs of the children, in line with advice from the DoFE and legislation regarding Relationships and Sex education and Health Education. All of the compulsory subject content will be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

Relationships (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

Our PSHE and RSE policy fully complies with:

- Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Education Act 1996 and 2002
- DfE (2020) Relationships Education, Relationships and Sex Education (RSE) and Health Education
- SEND Code of Practice 2010
- EYFS Statutory Framework 2024

### **Curriculum Aims**

By ensuring that PSHE & RSE 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
- Celebrate diversity in all forms, including culture, religion, and LGBTQ+ identities.
- Awareness of public and private actions, situations and places

- Awareness of reproduction
- Awareness of drugs, dangers and misuse

## **Content**

At Bradford Beacon School, to support the effective delivery we teach PHSE: Personal, Social, Health, Economic education as a whole-school approach to underpin our pupils' development as people because we believe this best supports their learning capacity. We follow the PSHE Education Planning Framework for Pupils with SEND (Special Educational Needs and Disabilities) written by the PSHE Association to ensure our curriculum integrates, but is not limited to, the statutory content. Our PHSE education also includes Relationships and Sex Education (RSE), Life Skills, enterprise, financial capacity and careers related learning.

## **Personal, Social, Health, Economic Education (PHSE)**

Our broad and balanced PSHE curriculum helps our children to become informed, thoughtful, and responsible citizens who are aware of British Values and their duties and rights. It encourages them to make a positive contribution to the life of their school, neighbourhood, communities, and the wider world. It encourages respect for different nations, religious and ethnic identities. It also helps pupils to develop an understanding about the world of work,

The Planning Framework is organised into 5 sections:

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

## **EYFS**

Our youngest pupils will:

- Recognise and develop positive, trusting relationships with familiar adults and peers.
- Begin understanding personal boundaries and seeking adult support when needed.
- Express emotions constructively and respect diversity.
- Develop basic self-care routines around hygiene and health.
- Begin understanding simple online safety rules.
- Recognise simple, healthy lifestyle choices.

## **Key Stage 1**

- Pupils will build on EYFS foundations to:
- Understand simple family structures and friendships.
- Develop awareness of personal boundaries, including safe and unsafe touch.
- Demonstrate understanding of basic online safety rules.

- Show respect for diversity, develop emotional literacy and positive self-esteem.
- Understand healthy living routines, including hygiene, diet, and exercise.

### **Lower Key Stage 2**

- Pupils will deepen their understanding by:
- Exploring varied family dynamics, friendships, and community relationships.
- Clearly articulating personal boundaries, consent, and privacy.
- Demonstrating knowledge of online risks and appropriate online behaviours.
- Building emotional resilience, empathy, and appreciating cultural diversity.
- Practising healthy lifestyle choices, understanding physical and mental wellbeing strategies.

### **Upper Key Stage 2**

By the end of Key Stage 2, pupils will:

- Exhibit increasingly mature understanding of diverse relationship dynamics and family structures.
- Confidently understand consent, personal safety, and bodily autonomy, explicitly including puberty education.
- Effectively identify and manage risks associated with online activities.
- Demonstrate advanced emotional literacy, self-esteem, and appreciation for diversity.
- Make informed decisions regarding personal health, hygiene, wellbeing, and mental health.

### **Relationship and Sex Education (RSE)**

RSE 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 boundaries. The statutory content is thoroughly embedded within the PSHE framework for SEND but in specific relation to RSE 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.
- To know that the use of alcohol and drugs can lead to risky behaviour.

### **Curriculum: Pedagogical Approach**

Over the school year the sections of the framework are covered, one each half term. This forms a programme of study which teachers use to match the needs of the learners in their particular classes. A flexible approach is taken as learners' 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 will help 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 will 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
- 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 (EHCP).

## **Teaching and Learning: supporting learner's needs**

Teachers will use a person-centred approach to planning and delivering the curriculum. Their starting point will be the learner's individual needs, family history and current life situations. Using the EHP, knowledge about pastoral needs, family situations and input from multi-agency professionals and the knowledge of their own relationships with the learner, the teachers will 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:

- Discreet timetabled lessons
- Daily mindfulness
- Targeted support (individual needs). This can also be organised together with other agencies or other professionals who work within the school; clinical team (Mental Health support team, ELSA,
- 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, Technology, Physical Development, Social and Emotional EHCP targets.
- PSHE and Science curricula both address areas of work which are the foundation of the Relationships and Sex Education curriculum, for example learning about ourselves 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.

RSE must always be appropriate to the individual learners age and developmental level, and that learners do not need to be taught what they do not need to know.

## **Assessment**

Pupil progress is regularly assessed through formative assessments, tailored feedback aligned with developmental stages and EHCP targets, surveys, parent feedback, and pupil conferencing. The curriculum and policy are reviewed annually for continuous improvement and compliance. Progress is recorded and monitored through the Evidence for Learning app. This will form the basis of the evidence of learners' learning and understanding. 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.

## **Parents and Carers**

We recognise that parents and carers are the primary educators of their children in all aspects of life so we will work collaboratively with parents/carers by ensuring that themes and topics

are shared at the time of teaching and that if needed, support is provided via verbal communication and/or the sharing of appropriate resources.

Right to Withdraw - while parental withdrawal from non-statutory sex education is allowed upon written request, we encourage parents to discuss the importance and benefits of full curriculum participation for their child's developmental needs with the Head of School before any such requests are made.

### **Special Educational Needs/Disabilities and Equality**

All pupils at Bradford Beacon School have additional learning needs and all have an Education Health Care Plan; EHCP. To ensure pupils can access the learning in the classroom, resources will be differentiated as appropriate to address the learning needs of children ensuring full access to the contents of the PSHE and RSE curriculum. In most cases, class teachers will be able to determine if any additional support is required for an individual child to access the curriculum. At Bradford Beacon School we comply with the Equality Act 2010:

- We will not treat pupils with protected characteristics -age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation less favourably
- We will make reasonable adjustments and take positive action to alleviate disadvantage, being mindful of the SEND Code of Practice

### **Roles and responsibilities**

**Governing Board:** Ensures statutory compliance, oversees policy implementation, holds school leaders accountable and conducts and regular reviews.

**Head of School:** is responsible for ensuring that PSHE & RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE where applicable, following discussions with parents/ carers. Manages policy implementation, parent communications, staff training, and effectiveness monitoring.

**Senior Leadership Team:** evaluates curriculum effectiveness and outcomes.

**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.

- Delivering PSHE & RSE in a sensitive way
- Keeping parents informed of planned content of PSHE & RSE
- Modelling positive attitudes to PSHE & RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/nonscience components of RSE - Staff do not have the right to opt

out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head teacher.

**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 PHSE/RSE and have access to this policy.

All Staff: PSHE/RSE is a whole school issue. All staff, both teaching and nonteaching, should be aware of this policy and how it relates to them

**Pupils:** pupils are expected to engage fully in PSHE & RSE and, when discussing issues treat others with respect and sensitivity.