



# The Grange Therapeutic School

**GP41**

**PSHE and RSE POLICY**

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## 1. Rationale

Personal, social, health and economic education (PSHE) is a planned programme of learning opportunities and experiences that help children and young people grow and develop as individuals and as members of families and of social and economic communities. It equips them with knowledge and practical skills to live healthy, safe, fulfilled and responsible lives. PSHE encourages young people to be enterprising and supports them in making positive education and career choices and in managing their finances effectively. PSHE also enables children and young people to reflect upon and clarify their own values, beliefs, opinions and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Section 2.5 of the National Curriculum Framework states that all schools should make a provision for PSHE, drawing on good practice. Our school will use its PSHE programme, which is focused on and built around the PSHE Association, to equip students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. The curriculum will also be used to build on the statutory content outlined in the national curriculum, the basic school curriculum and in statutory guidance on drug education, financial education, Relationships Education, Relationships and Sex Education (RSHE) and Health Education.

This policy has been updated to meet the Department for Education statutory guidance September 2020. All schools must deliver Relationships Education (Primary) and Relationships and Sex Education (Secondary).

## 2. PSHE in our school

PSHE is central to the development of the students in our school. Our planned developmental programme is designed to help students deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

Provision for a comprehensive PSHE programme is central to achieving our school's own aims, objectives and mission statement. PSHE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports students in reaching their full potential
- Developing key concepts, language skills, strategies and understanding to enable students to make positive lifestyle choices now and in their future
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHE, they will be shaped by what happens in PSHE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our students. Our PSHE programme and whole school approach to PSHE is embedded within other efforts to ensure children and students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported. The school provides opportunities for children and students to make real decisions about their lives, to take part in activities that simulate adult

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choices and where they can demonstrate their ability to take responsibility for their decisions. Our PSHE programme contributes to our students' spiritual, moral, social and cultural (SMSC) development as well as providing an essential contribution to the safeguarding of our students. PSHE intervention is available where appropriate to support with specific targeted areas identified by the professionals in and around school.

### **3.The Morning Gathering**

Once a week assemblies are delivered to each Key Stage. The themes of the assemblies pick up on topics with the PSHE curriculum and key dates across the year. There is a particular focus on SMSC and British Values.

### **4.Life Skills Passport**

This initiative is designed to equip all of our students with the skills they need for life beyond The Grange. Many of these skills are already being taught in lessons, this is a way of recording this and celebrating success. There will be 3 additional drop-down days this academic year focused on Life Skills. This is a whole school initiative.

### **5.Equal Opportunities**

The Grange Therapeutic School complies with the Equality Act 2010. We promote the needs and interest of all students irrespective of gender, culture, ability or aptitude. Teaching strategies will take into account the ability, age, readiness and cultural backgrounds of the students to ensure that all can access the full PSHE provision. We promote social learning and expect our students to show a high regard for the needs of others. PSHE is a good vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

### **6.Key principles that underpin our PSHE provision**

We recognise that our students bring with them prior learning real life experiences and trauma. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our students. Our PSHE programme is taught within a safe and supportive learning environment where our students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

Our PSHE programme is just one part of what the school does to help students develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHE programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the school's commitment to providing a 'restorative' climate and culture; and the embedded wellbeing mentor system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of students is the responsibility of all staff supported in partnership with families and the wider community. A variety of school reward systems, including dojos, help students understand what good decisions are and how to be a successful member of the wider school community. Restorative practice also provides an integral part of the pupil's experience. Helping and guiding students to understand how their behaviours make themselves and others feel as well as what a better course of action may have been consistently reinforces the idea of citizenship.

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The purpose of each lesson is made clear and learning experiences meet the needs of all the students in the class. The programme offers a wide variety of teaching and learning styles within PSHE, with an emphasis on interactive learning and the teacher as facilitator. Where information is provided it is realistic and relevant and reinforces positive social norms. Learning takes a positive approach, which does not attempt to induce shock or guilt, but focuses on what students can do to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing.

PSHE encourages students to reflect on their learning and the progress they have made, and to transfer what they have learnt to say and to do from one school subject to another, and from school to their lives in the wider community.

### **7.The use of visitors in the classroom**

Visitors to the classroom enrich the PSHE programme by providing expert knowledge or accounts of personal experiences. These inputs are always part of a planned developmental programme, and the teacher is always present to manage the learning. Visitors are resources to enable learning and not a substitute for a planned developmental programme. Within the programme, there is both learning prior to the visit and as follow-up to the visit.

### **8.Students with additional educational needs**

As far as is appropriate, students follow the same PSHE programme as all other students. Careful consideration is given concerning the level of differentiation needed and, in some cases, the content or delivery will be adapted.

Teachers or SSMs (Student Support Mentors), may work with individual students, where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw students from PSHE to catch up on other National Curriculum subjects, as we believe that these aspects of personal and social development are of equal importance to and underpin academic achievement. Our therapy department also provides support in some of our PSHE lessons, particularly with regards to transitions.

### **9.Monitoring and evaluation**

The PSHE programme is monitored regularly and taught under the guidance of Matt Brown. Planning will be monitored and observations of teaching will take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will also be reviewed according to the review cycle.

### **10.Confidentiality**

Due to the nature of the topics covered in the PSHE programme, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners. Through all key stages, we use summative and formative assessment. Through all lessons, we use many teaching strategies that are appropriate for each pupil. When topics begin there is a 'Tell me what you know about.....' session and at the end of each topic there is a self and teacher assessment against the learning objectives.

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### 11. Assessment, recording and reporting

As with any learning, the assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme. Students have the opportunity to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on students' self-awareness and self-esteem and there are opportunities to record learning and progress in different ways. Self, peer and teacher-assessment is planned into PSHE lessons and activities enable students to be independent learners. Opportunities for Assessment for Learning (AfL) are built into lessons, and the lessons regularly involve questionnaires, discussions, teacher and self-assessments. PSHE is planned and designed using the PSHE Association as a guide. This ensures a continuous and progressive PSHE curriculum throughout the whole school. Other resources include Esteem, CEOP and the National Cyber Security Centre.

### 12. Organisation of the programme

The PSHE programme has been mapped to the Department for Education's guidance for Relationships and Sex Education (RSE) and Health Education (HE) for secondary schools ensuring every aspect of the statutory requirement is covered.

Areas of PSHE Education (such as Relationships and Sex Education (RSE), drugs education and certain citizenship topics, careers) are also delivered in other subject areas, such as in Science, English and Careers.

The PSHE scheme of work at The Gables is developed in line with the national curriculum and statutory guidance, including *Relationships Education, Relationships and Sex Education and Health Education (2020)*, and follows the PSHE Association framework. This enables the school to ensure continuity and progression in learning and supports transition from Key Stage 3 to Key Stage 4, ensuring that all statutory requirements are met.

On our Engage pathway PSHE is delivered on an individual needs basis with a graduated age-appropriate approach.

### 13. Teaching methods and approaches

PSHE, by its very nature, deals with issues which are both personal and sensitive such as puberty, bereavement, debt, family breakdown etc. It is essential that a safe and positive learning environment is established and maintained so that students feel able to participate fully.

Teachers of PSHE will not promote their personal attitudes and beliefs to students but should provide comprehensive, unbiased and correct information. Lessons will enable students to develop and consider their own attitudes and values and those of other people. Lessons use active learning techniques, which give students responsibility for their own learning and maximise participation of all students.

A variety of teaching methods are used in lessons in order to enable and encourage all students to participate fully. Resources used by PSHE teachers include Board works, PowerPoint presentations, worksheets, videos and DVDs. Teaching methodology includes whole class discussion, group work, individual work, debates, case studies, role play and media analysis.

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#### 14. Dealing with sensitive issues

Teachers will develop a supportive climate in their classroom, with clearly defined ways of working and the appropriate language to use. Clear ground rules will be established in PSHE lessons.

Students must feel confident when discussing sensitive issues and when asking questions both in lessons and around school. In most cases, students' questions will be answered openly and honestly. However, on occasion, students may ask questions that are not appropriate - e.g. questions about a teacher's personal life. Advice on using distancing strategies to depersonalise sensitive and controversial issues can be sought from SLT.

A consultation with the PSHE teachers and therapy is done at the beginning of each academic year to discuss the curriculum for the year, individual needs and identify any students that may need extra support or more sensitive teaching around certain topics.

The safeguarding team will identify any emerging issues and highlight them to the PSHE teaching and intervention team so they can be addressed.

#### Links to pastoral support and community services:

In PSHE lessons, students are made aware of Wellbeing Mentors and mental health first aid services within the school and community. Outside speakers may represent agencies in the drugs, health and advice services. In lessons students are encouraged to be independent learners and may contact and research community and support groups. This enables them to be aware of community services and provides students with the skills to access them. External health professionals may also be involved in delivering RSHE and providing students with up-to-date information and advice.

#### 15. Relationships and Sex Education (RSE)

RSE forms an integral part of our PSHE curriculum under our building Healthy Relationship topics. It's the part of the school curriculum that helps students understand relationships, health, sexuality, consent, and wellbeing in an age-appropriate way. RSE is about more than just sex education. It covers:

Relationships: friendships, family relationships, respect, online relationships, bullying

Health and wellbeing: mental health, puberty, body changes, personal safety

Sex education: sexual health, consent, contraception, STIs, and how relationships can become intimate.

The emphasis is on respect, safety, and informed decision-making, not encouraging sexual activity.

We teach Relationships Education and Relationships, Sex and Health Education across all key stages; we follow the statutory guidance for RSE as set out by the Department of Education and the Independent School Standards.

In the UK, parents have a legal right to request that their child be withdrawn from all or part of the sex education curriculum within Relationships and Sex Education (RSE). This right applies to both primary and secondary schools, though there is no right to withdraw from Relationships or Health Education, nor from sex education taught in the National Curriculum science.

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### Use of materials

The teaching of some aspects of sex and relationship education might be of concern to teachers and parents. Sensitive issues are covered by the school's policy and in consultation with parents. Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity – it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

Materials used in schools must be in accordance with the PSHE framework and the law. Inappropriate images will not be used nor should explicit material not directly related to explanation. We will ensure that students are protected from materials which are inappropriate, having regard for the age and cultural background of the students concerned. The principal or appointed deputy will discuss with parents and take on board concerns raised, both on materials which are offered to schools and on sensitive material to be used in the classroom. We will ensure that students are protected from accessing unsuitable materials on the Internet.

### Relationships and Sex Education at The Gables (Primary Curriculum)

Within the curriculum at The Gables site, we provide a relationships and sex education (RSE) programme that is tailored to the age and physical and emotional maturity of students. The programme ensures that students learn about puberty and how a baby is conceived and born, in line with the Key Stage 2 National Science Curriculum.

The transition phase of the school plays a vital role in supporting students' ongoing emotional and physical development. It is therefore recommended that all schools delivering the primary curriculum provide a sex education programme that is age-appropriate and developmentally appropriate. This programme should ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle as set out in the national curriculum for science, understand how a baby is conceived and born.

In the early stages of learning, relationships education focuses on friendships, bullying, and the development of self-esteem. Students are supported to explore personal identity and understand how individuality and personal qualities contribute to a sense of self. This includes recognising that gender identity is part of personal identity and that, for some people, it may not correspond with biological sex. At an age-appropriate level, students also begin to explore the concept of consent.

To meet these objectives, the school delivers a graduated, age-appropriate programme of relationships and sex education. Teaching methods take account of students' developmental differences and may include whole-class teaching, small-group work, or one-to-one discussion where appropriate. A clear framework is established to define what is appropriate and inappropriate to discuss in a whole-class setting.

During the transition year, the school continues to support students' emotional and physical development effectively. In addition to consulting parents about the school's overall RSE policy, parents will be consulted in advance of the transition year regarding the detailed content of what will be taught. This process includes offering guidance and support to parents in discussing relationships and sex education with their children and linking this with learning in school.

Year 7 students will have access to the Year 7 RSHE programme, and parents will be consulted accordingly. The school has clear parameters regarding what students will be taught during the transition year, which include:

1. Physical changes associated with puberty, such as menstruation and voice breaking
2. When these changes are likely to occur, common anxieties young people may experience, and strategies for managing them

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3. How a baby is conceived and born
4. Cyberbullying and LGBT awareness
5. Consent

**Relationships and Sex Education at The Grange (Secondary Curriculum)**

RSE forms an integral part of our PSHE framework, in addition to the Science Curriculum topics. We set sex education within a broader base of self-esteem and responsibility for the consequences of one’s actions. We clearly establish what is appropriate and inappropriate in a whole-class setting and how to deal with individual questions.

Within RSE at secondary, we discuss:

Year 8

Students will learn about; emotional well-being, coping skills, HIV, relationships and sex.

Year 9

Students will learn about; becoming a parent, sexting, STI's and consent.

Year 10

Students will learn about; the distortions of pornography, first dates to life mates, pregnancy and contraception and relationship conflict.

Year 11

Students will learn about; relationships and sexual ethics, healthy and unhealthy relationships, power and control, setting boundaries and getting help.

**16. Monitoring, evaluation and review**

The school will review this policy at least once a year and assess its implementation and effectiveness. The Chair of Governors approves the policy. The policy will be promoted and implemented throughout the school.

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