Personal, Social & Health Education (PSHE) Policy

Approved by:	Sarah Paoletti - Headteacher	**Date:** 15/03/24
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Next review due by:	27/10/27	

Personal, Social & Health Education (PSHE) Policy

Context

The Department for Education's revised 2025 statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education came into force on 1 September 2026. The guidance applies to independent schools and sets out statutory expectations for Relationships Education and RSE. Health Education is not separately compulsory under the 2019 Regulations for independent schools; however, independent schools have duties to provide PSHE under the Independent School Standards. Educate U therefore provides a coherent PSHE programme which incorporates relevant RSHE content and supports pupils' personal development, safety, wellbeing and preparation for adulthood.

At Educate U, our PSHE policy sits alongside our RSHE policy and is aligned with our whole-school curriculum. It reflects our vision and values while being tailored to the diverse needs of our learners and developed through consultation with staff, pupils, and parents. Our approach is also rooted in trauma-informed practice.

In accordance with Section 78 of the Education Act 2002 and the Academies Act 2010, our curriculum is designed to:

- promote pupils' spiritual, moral, cultural, mental, and physical development;
- prepare pupils for the opportunities, responsibilities, and experiences of later life.

The revised guidance places particular emphasis on respectful relationships, sexual harassment and sexual violence, consent and boundaries, online harms, pornography and misogynistic content, AI and deepfakes, mental wellbeing and suicide prevention, and personal safety. These areas are addressed through our PSHE and RSHE curriculum in a coherent, age-appropriate and safeguarding-focused way, with content adapted to the needs and developmental stage of individual pupils.

By integrating these updates, our PSHE and RSHE provision aims to equip pupils with the knowledge, skills and confidence to recognise risks, develop healthy relationships, seek help, make informed decisions and increasingly manage aspects of adult life independently.

PSHE objectives

Personal, Social, Health and Economic education is a fundamental part of the curriculum as it supports and empowers our pupils by equipping them with the knowledge, skills and understanding to support them in staying healthy and safe whilst preparing them for adult life and future employment.

We plan and deliver dedicated PSHE lessons progressively from KS1 through to KS5. The curriculum is sequenced across all Key Stages to build knowledge, skills and confidence over time, while content is adapted to pupils' developmental stage,

individual needs and preparation for adulthood. This ensures that every pupil has a consistent PSHE entitlement throughout their time at EducateU.

We ensure that content is up-to-date and relevant to our individual pupils needs whilst providing teachers with support and guidance to ensure best practice.

Our curriculum is designed from a person-centred perspective and allows for content to be adapted and delivered in line with the individual needs of our pupils.

PSHE provision will be delivered within in a whole school approach which will include:

- Dedicated class lessons
- Through cross curricular links and thematic weeks
- Specialist Teams/External PSHE providers/Speakers
- Through the 'futures' career planning
- Guidance as situations arise.
- Closely linked to RSHE curriculum
- Calendared whole school events
- Pupil Voice

Vision

At Educate U, our PSHE policy aligns with our whole-school curriculum framework—reflecting our vision and values, supporting the diverse needs of our learners, and shaped through consultation with staff, pupils, and parents. It is also founded on a trauma-informed approach.

In line with Section 78 of the Education Act 2002 and the Academies Act 2010, our curriculum is designed to:

- Promote pupils' spiritual, moral, cultural, mental, and physical development;
- Prepare pupils for the opportunities, responsibilities, and experiences of later life.

We support pupils in developing resilience and independence whilst providing them with the autonomy to play an active part in their own progression and development towards adult life.

We provide our pupils with a safe and nurturing environment that celebrates individuality and values individual effort whilst promoting opportunities for individual growth and success.

Through PSHE we help pupils develop self-belief and healthy future aspirations. We recognise the important role PSHE plays in safeguarding as it supports our pupils in recognising what constitutes healthy relationships and lifestyles whilst providing strategies to support pupils in managing these as well as signposting them to the relevant help and support when they need it.

Values

Our PSHE curriculum is shaped by EducateU's values, ensuring that teaching and learning take place in a safe, inclusive, and purposeful environment. Each value underpins the way lessons are planned, delivered, and experienced by our pupils:

- **Safety** – Lessons create a secure space where pupils can explore sensitive issues, knowing their wellbeing is prioritised.
- **Trust** – Respectful relationships between staff and pupils foster honest discussion and mutual understanding.
- **Choice** – Pupils are encouraged to express their views, explore options, and develop decision-making skills.
- **Collaboration** – Learning activities promote teamwork, empathy, and shared responsibility.
- **Empowerment** – Pupils build the knowledge, confidence, and resilience to apply their learning in real-life situations.

Together, these values guide PSHE provision so that pupils feel supported, heard, and equipped to thrive both within school and beyond.

In addition, there is personal development overlap with the Learning Outside the Classroom (LOtC) policy.

Planning, Teaching, and Learning

At Educate U, our PSHE and RSHE curriculum is built around six strands of learning: self-awareness; self-care, support and safety; managing feelings; changing and growing (RSE); healthy lifestyles; and the world I live in. These strands are adapted from the PSHE Association framework 2026 to ensure they are accessible and meaningful for our SEND learners, with a strong emphasis on safety, wellbeing, relationships and preparation for adulthood.

Our approach is firmly trauma-informed, recognising that pupils learn best when they feel safe, understood, and valued. We prioritise creating consistent, nurturing environments where children can explore their feelings, understand themselves, and develop strategies for self-regulation. By embedding these principles, we help pupils to build resilience, confidence, and the ability to manage change and challenge in their lives.

Central to this is the importance of relationships—both with peers and with trusted adults. Through our PSHE and RSHE teaching, pupils are supported to develop respectful and caring relationships, to recognise when they need help, and to feel confident in seeking support from adults they trust. This ensures that statutory learning in areas such

as safeguarding, online safety, and healthy lifestyles is not only taught, but also rooted in the secure and supportive connections that enable our learners to thrive.

Our PSHE/RSE Units of Learning

At *Educate U*, we recognise that our pupils have diverse needs and that learning must be delivered in a way that is accessible, meaningful, and developmentally appropriate.

While the PSHE Association structures PSHE education around three overarching themes (Health and Wellbeing, Relationships, and Living in the Wider World), we have adapted these into six strands of work which form the foundation of our curriculum.

These units are:

1. **Self-awareness** – helping pupils to recognise their strengths, preferences, and feelings, and to develop confidence and identity.
2. **Self-care, support and safety** – teaching pupils strategies for keeping themselves safe, knowing when and how to ask for help, and understanding the role of trusted adults.
3. **Managing feelings** – supporting pupils to recognise, express, and regulate their emotions, and to develop empathy and coping strategies.
4. **Changing and growing (RSE)** – giving pupils age- and development-appropriate understanding of their bodies, relationships, and the changes that occur as they grow.
5. **Healthy lifestyles** – equipping pupils with the knowledge and skills to make positive choices around physical health, hygiene, food, exercise, and rest.

Alignment with Statutory Guidance

These six strands are aligned with the revised 2025 DfE statutory guidance for Relationships Education, RSE and relevant RSHE content, together with current safeguarding expectations. They provide a common entitlement to key knowledge and skills while allowing teaching to be differentiated and personalised for pupils with SEND.

- **Self-awareness** and **managing feelings** link to mental health, emotional literacy, and resilience, as required in the statutory framework.
- **Self-care, support and safety** directly addresses safeguarding, online safety, recognising risks, and knowing how to seek help.
- **Changing and growing (RSE)** covers statutory relationships and health content, including puberty, personal boundaries, and respect for self and others.
- **Healthy lifestyles** addresses statutory health education requirements, including physical health, nutrition, hygiene, and substance awareness (such as smoking and vaping).

SEND Context

In line with the statutory requirement that PSHE/RSHE be inclusive and accessible, our units are delivered using differentiated approaches, visuals, repetition, and practical activities. This ensures that pupils with a range of needs—including moderate to severe learning difficulties, autism, and communication needs—can access and apply their learning to everyday life.

Our curriculum therefore not only meets relevant statutory expectations but also reflects our commitment to equipping every learner with the knowledge, skills and strategies they need for safety, independence, wellbeing and preparation for adulthood. Teaching is adapted to pupils' developmental stage, communication needs, cognitive ability, SEND profile and individual circumstances.

Entitlement and Equality of opportunity

Promoting entitlement and equality of opportunity is of fundamental importance at Educate U. By addressing topics like diversity, inclusion, and social justice, pupils develop a better understanding of different perspectives and experiences which supports us in creating a more inclusive and equitable learning environment for everyone.

PSHE also encourages pupils to explore their own identities, values, and beliefs, whilst developing a sense of self-worth and empowerment, ensuring that every pupil feels valued and has equal opportunities to thrive.

Protected Characteristics

We ensure that our curriculum is accessible to all learners and reflects the legal requirements of the Equality Act 2010. This includes teaching about protected characteristics, such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation, in a sensitive and age-appropriate way.

Through this teaching, we help to develop respect, mutual understanding, and a caring community, with a particular emphasis on developing mutual respect between pupils and promoting positive relationships across the whole school. This strengthens our safeguarding culture and aligns with expectations for personal development, equality, and inclusive practice.

Promotion of fundamental British Values

At Educate U we ensure that fundamental British Values are embedded throughout the school and supported through our PSHE curriculum with pupils being provided with

extended opportunities to develop awareness of spiritual, moral, social and cultural needs.

Pupils are provided with opportunities to discuss current news and events to support their understanding of life in modern Britain and strengthen their understanding of British Values.

Pupils understanding of democracy is supported through group teamworking opportunities and collaborative decision making as well as through participation in the school council.

Pupils are encouraged to show mutual respect as well as acceptance of others' views, beliefs and opinions and their understanding of the rule of law is strengthened through ingraining that rules are important in relation to personal safety.

For further information about PSHE and RSE you can visit the following website:

pshe-association.org.uk/pshe-education-guide-parents

Assessment and Monitoring

PSHE learning is sequenced across Key Stages to ensure progressive knowledge and skill development. The six strands of learning – self-awareness, self-care/support/safety, managing feelings, changing and growing (RSE), healthy lifestyles, and the world I live in – build progressively from primary through secondary and into post-16 learning, embedding statutory RSHE content where relevant.

Adapted planning ensures accessibility for SEND learners, while older pupils explore more complex topics in line with statutory requirements. This careful sequencing supports knowledge retention, confidence, independence and resilience.

Pupil progress in PSHE is monitored using a combination of formative assessment, observation, pupil feedback, and reflective activities. Staff assess pupils' knowledge, skills, and attitudes, as well as their ability to apply learning in real-life contexts. A bespoke PSHE Assessment tracker is used by teachers to monitor progress. Monitoring ensures that the curriculum is effective and that learning outcomes are met. Where gaps or difficulties are identified, teaching is adapted to meet individual needs.

Staff Training and Support

Staff delivering PSHE receive continuing professional development (CPD) to ensure they are confident and skilled in addressing sensitive topics, delivering age-appropriate content, and adapting lessons for pupils with SEND, trauma histories, or other vulnerabilities. Training covers safeguarding procedures, online safety (including emerging risks such as AI-generated content), mental health, and inclusive practice. Staff are supported through resources, lesson planning guidance, and access to specialist colleagues where necessary.

Parental Engagement

Parents and carers are key partners in PSHE education. Educate U ensures that parents are informed about curriculum content, learning outcomes and lesson sequencing, and are given appropriate opportunities to view materials, ask questions and provide feedback. The school is open with parents about the content and purpose of RSHE and takes account of their views when reviewing the curriculum. Parents have the statutory right to request withdrawal from some or all sex education delivered as part of statutory RSE, subject to the arrangements set out in the RSHE policy and statutory guidance. There is no parental right to withdraw pupils from Relationships Education or from content required by other subjects such as science. Requests are considered sensitively and recorded in accordance with school procedures. (see Appendix)

Safeguarding and Sensitive Topics

PSHE is closely linked with the school's safeguarding framework. Lessons are designed to equip pupils with knowledge and skills to stay safe, recognise risks, and seek help when needed. Staff follow clear procedures if a pupil discloses information or displays distress during PSHE lessons. Pupils are encouraged to speak with trusted adults, and referral pathways to the Designated Safeguarding Lead (DSL) or therapeutic support are clearly communicated. All PSHE content is delivered in a safe, supportive environment, and sensitive discussions are managed with care and confidentiality.

Where topics are contested, teaching is factual, age-appropriate and consistent with the statutory guidance. Staff do not promote partisan or personal viewpoints. Content is selected and adapted according to pupils' developmental readiness and safeguarding needs.

Key areas introduced or strengthened by the revised 2025 guidance

The curriculum is reviewed and updated to reflect the strengthened emphasis in the revised guidance on:

· Respectful and healthy relationships, consent, personal boundaries, sexual harassment and sexual violence;

· Online harms, including pornography, image sharing, manipulation and coercion, and the impact of online content on relationships and behaviour;

· AI, deepfakes and emerging digital technologies, including risks to privacy, dignity and personal safety;

· Misogyny, gender-based prejudice, harmful stereotypes and online 'manosphere' content, taught in an age- and developmentally appropriate way;

· Mental wellbeing, including recognising when support is needed and, at secondary level, safe and appropriate suicide-prevention education;

· Equality, protected characteristics, respect for others and the legal framework relevant to relationships and sex education;

· Financial and personal safety, including recognising risks and knowing how to access trusted support.

Classroom Management and Safe Discussion

To maintain a supportive learning environment, PSHE lessons follow clear ground rules:

- Pupils listen respectfully to one another and to staff.
- Opinions are shared thoughtfully, without judgement or interruption.
- Confidentiality is respected, and pupils are reminded that personal disclosures should be shared only with a trusted adult.
- Staff monitor pupil wellbeing and adapt discussions where necessary, ensuring no pupil is distressed or excluded.

Policy Ownership and Review

This PSHE policy is owned by the Headteacher and overseen by the PSHE Lead and Senior Leadership Team (SLT). They are responsible for ensuring that the curriculum is delivered effectively, remains up to date, and reflects relevant legislation and statutory guidance, including the revised 2025 RSHE guidance in force from 1 September 2026. The policy will be reviewed annually, or sooner in response to changes in legislation, guidance or the needs of our pupils. Staff, parents and pupils are consulted as part of the review process to ensure the curriculum remains responsive, relevant and meaningful.

Appendix 1: Parent/Carer Request to Withdraw from Sex Education

Purpose of this form

Parents and carers have the right to request that their child is withdrawn from some or all sex education delivered as part of statutory Relationships and Sex Education (RSE). This form is for requests relating specifically to sex education. It does not apply to Relationships Education, or to content taught as part of the science curriculum, including statutory science content on puberty or sexual reproduction.

Where EducateU provides sex education in primary school beyond the science curriculum, the Headteacher must grant a parent/carer request to withdraw the pupil from that sex education. In secondary education, a withdrawal request should normally be respected except in exceptional circumstances. Before a request is determined, the Headteacher may invite the parent/carer to discuss the request, the nature and purpose of the curriculum and the benefits of pupils accessing sex education. Any decision will be recorded. From three terms before a pupil turns 16, the pupil may choose to receive sex education even where a parent/carer has previously requested withdrawal.

Parent/carer details

Parent/carer name	
Child's full name	
Class / year group / key stage	
Relationship to child	
Date of request	

Withdrawal request

☐ I request that my child is withdrawn from all sex education delivered as part of statutory RSE.

☐ I request that my child is withdrawn only from the following sex education lessons/topics (please specify):

Topics/lessons from which withdrawal is requested:

Parent/carer declaration

I understand that this request relates only to sex education delivered as part of RSE. I understand that my child will continue to receive Relationships Education and any relevant science curriculum content. I understand that, where my child is withdrawn, EducateU will provide appropriate and purposeful educational provision during the period of withdrawal. I understand that the Headteacher may discuss the request with me and, where appropriate, with my child.

Parent/carer signature	
Printed name	
Date	
Preferred contact method	

School use only

Date request received	
Headteacher discussion offered / held	
Pupil consulted where appropriate	
Decision	☐ Request granted ☐ Request declined (secondary only, exceptional circumstances)
Date decision communicated to parent/carer	
Alternative purposeful provision arranged	
Review / notes	

Important: This form should be read alongside EducateU's RSHE Policy and the Department for Education's statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised 2025 and in force from 1 September 2026.

Appendix reviewed: September 2026