Personal Social Health Education (PSHE) Curriculum Policy

Incorporating Relationships and Sex Education (RSE)

To be reviewed annually by governing body – Summer Term Pupil Parent and Curriculum Meeting

Version Control

Version	Date	Page Number	Section	Amendment
	13.10.2020		New Policy	
V2	03.2024	1	Introduction and definitions	Reference to the Rights of the child
		5	Curriculum Organisation	Reference to disability rights
V3			Whole Policy	Policy reviewed and changes made throughout the policy

Link and relevant policies/documents (available on request):

Curriculum Policy

Safeguarding and Child Protection Policy

Introduction and definitions

Ickburgh School's Personal Social Health Education (PSHE) Policy encompasses the Relationships and Sex Education (RSE) requirements. The content is re-shaped as new guidance or statutory requirements emerge.

Given our context, PSHE and RSE are not limited to specific lessons; pupils' development of skills related to PSHE and RSE are embedded into the majority of lessons but also the fabric of the school day, its transitions and routines.

This policy covers Ickburgh School's whole school approach to Personal Social Health Education and Relationships and Sex Education. We define this as learning about the social, physical and emotional aspects of growing up and relationships. We believe that Relationships and Sex Education is vital for the personal, social and emotional development of all our pupils. It equips children and young people with the information, skills and positive values they need to have safe, respectful and fulfilling relationships and can empower them to enjoy and take responsibility for their sexuality and sexual health and well-being. PSHE and RSE should be made accessible for all pupils through high quality teaching that is sensitive, developmentally appropriate, differentiated, and personalised, with reference to the law.

We believe that through providing high quality PSHE and RSE, we are upholding the ethos and values of this school and our commitment to being a place where our pupils find fulfillment, belonging and independence. As a UNICEF Rights Respecting School, we are committed to ensuring that our PSHE curriculum is aligned with the UN Convention on the Rights of the Child, and ensuring our approach is non-discriminatory, serves the best rights of the child, supports the right to life survival and development, and includes the right to be heard.

The policy should be read in conjunction with:

Ickburgh School – Curriculum policy and Ickburgh Safeguarding and Child protection policy

This policy is a working document which provides guidance and a framework within which staff can work. It helps ensure that the whole school community has a shared understanding and approach to this important area of the curriculum. It is accessible to all stakeholders on the school website or by request.

Rationale

Our aim is to develop a developmental PHSE and RSE programme that supports our pupils as they grow through childhood, adolescence and into adulthood. At Ickburgh School our intention is for the RSE curriculum to develop skills necessary for our students to:

- stay safe and healthy and to be able to make their own choices as independently as possible.

- achieve personal and social development in order to 'action' their lives in the future.

- develop the self-confidence to be able to successfully deal with significant life changes or any crisis that may encounter in the future.

All of the above and that follows will need to reflect the working levels of pupils across the school, recognising that there is a very significant breadth of support needs. Nevertheless, it is an important principle that all efforts are made to make the key content of the policy is accessible to all.

Our aims for PSHE at Ickburgh School

-To support the development of values/attitudes such as respect, curiosity, consideration, sense of community, sense of self- worth, well-being, tolerance and responsibility.

-To develop skills such as negotiation, collaboration - reliance, problem solving and risk assessment.

- To develop knowledge about the community and the environment.

- To provide the knowledge and information to which all pupils are entitled.

- To clarify/reinforce knowledge pupils have already acquired.

- To raise pupils' self-esteem and confidence, especially in their relationships with others.

- To help pupils develop skills for effective healthy relationships; friendships, at school/work/college and intimate relationships.

-To help pupils recognise signs of an unhealthy relationship.

- To reinforce the importance of loving relationships, rooted in mutual respect.

- To help pupils to understand their sexual feelings and behaviour, so that they can lead fulfilling enjoyable lives.

- To be fully inclusive, acknowledging all genders, sexual orientation and all types of families (LGBT inclusive).

- To help pupils develop skills; language, using signs or symbols, decision making, making choices, assertiveness.

-To develop confidence in talking, communicating, listening and thinking about feelings.

-To know about strategies that help manage strong emotions.

- To help pupils understand the importance of consent; how to give, withdraw, ask for and recognise it.

- To promote acceptable and appropriate behaviour in public and private situations.

- To give practice of strategies which reduce the risk of exploitation, misunderstanding and abuse.

- To help pupils to develop skills and knowledge required to make informed choices about intimate relationships when appropriate, including about sex, pregnancy, birth, contraception and sexual health.

- To help pupils develop knowledge and skills for a healthier, safer lifestyle, including the benefits of healthy food and exercise.

-To help pupils develop skills to use social media and other internet use safely.

- To prepare pupils for their journey from childhood, through puberty, adolescence and to adulthood.

-To be able to name parts of their body, understand how it works, respect and look after it.

- To provide the confidence to be participating members of society and to value themselves and others.

- To support access to information and facilities to promote good mental and physical health.

Roles & Responsibilities

The role of the Headteacher is to ensure staff and parents/carers are informed about the PSHE policy and it is implemented effectively, with responsibility ultimately lying with the Governing body to review annually. Staff should receive sufficient training to teach effectively and with confidence.

We encourage other valued members of the community to work with us to provide advice and support with regard to health education, in particular our school nursing team. We welcome other health professionals and therapists who give us valuable support with our PSHE programme.

Legislation

The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy annually to ensure it is in line with current Government guidance and legislation and to ensure that our programme continues to meet the needs of our pupils.

Curriculum Organisation

PSHE education at Ickburgh School is part of a broad, integrated curriculum. Pupils will experience learning that is bespoke for their age and stage of life, physical and cognitive development, maturity, social understanding and interest. Topics will be revisited several times as understanding, interest and ability increases, each time taking the next developmental step. The pace of this will be led by the pupils progress.

Teaching staff will decide which aspects of the programme are most appropriate for their class and individual pupils within that class. Units may be taught discretely in a timetabled RSE session, embedded in a themed unit of work or towards an ongoing EHCP target. This will be shown in class planning documents as 'I can' statements for pupils to work towards.

Teachers of older pupils will need to find the balance between choosing topics that are too complex, too early and too late, not relevant. They should consider a pupil's need to be prepared to make an informed choice, looking towards Preparing for Adulthood outcomes.

Sessions will be delivered by identified leads within the Pathway, at an age and needs appropriate level, covering the following two subjects. These are being prioritized due to their high priority and particular relevance to our learners, and in recognition that pupils need regular input on these areas to retain knowledge and skills:

-How to keep myself safe from abusive/exploitative behaviour (including consent for sixth form pupils)
-How to keep myself safe when online

In addition, we will ensure that pupils are supported to understand their disability rights, where this is meaningful to them. This will be achieved through sessions co-produced with a disability rights expert and delivered to pupils in Key Stage 3 and Key Stage 4.

See current Curriculum Overview for details of teaching content.

Teaching will include a range of strategies, with pupils working as a class, in a small group, pair or 1-1 when needed or more appropriate. Pupils may be grouped according to gender at times, for example with a group of girls learning about managing their periods. Pupils who have physical, visual or hearing impairments, or do not use speech may use signing, symbols and/or communication switches and aids. Staff will adapt teaching methods and resources to ensure accessibility for all pupils. Questions from pupils is encouraged and should be answered accurately and honestly within the pupil's ability to understand.

We know that our pupils learn best when they feel safe, if active methods are used and skills repeated. Pupils will need resources that are clear and often explicit, including anatomically correct models and visuals of body parts. Parents and carers will be given opportunities to look at these and how they are used with pupils.

Pupils should have opportunities to:

• Experience taking and sharing responsibility.

• Feel positive about themselves and others.

• Reflect on their perceptions and experiences.

• Develop the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.

• Carry out or take part in daily personal living routines.

• Make real decisions (with support where necessary so that they can act upon them).

• Take part in group activities and make contributions.

• Develop and maintain positive relationships and interactions with others.

• Recognise and celebrate their achievements and successes.

Safe and Effective PSHE

When teaching discrete sessions, a safe learning environment can be created by keeping to a structure, for example:

1) Introduction/ establishing group expectations through a circle game/activity

2) Activities/ content – refer to Curriculum Plan/Unit from framework

3) Plenary – follow established class routines.

Staff working agreement

•   Respect and support people's differences in terms of knowledge, experience and expectations.

•   Avoid use of jargon, acronyms and euphemisms. Ensure communication is inclusive and use appropriate and accurate terminology (e.g. when labelling parts of the body).

•   Child/adult protection. Understand that there are limits to confidentiality and that if an issue or disclosure arises during a RSE lesson then the Safeguarding and Child Protection Policy must be followed, and the Safeguarding Team informed.

Safeguarding policies

Children and young people with special educational needs are known to be more vulnerable to abuse and exploitation and may be less clear about what is acceptable public behaviour. We provide explicit teaching on these areas and provide guidance on how to manage this appropriately and use the Brook 'Traffic Light Tool' to identify, assess and respond appropriately to sexual behaviours and support pupils towards healthy sexual development.

RSE plays a very important part in fulfilling the statutory duties all schools have in helping children and young people understand the difference between safe and abusive relationships. In teaching about safety and safe touch, there may be an increased possibility of disclosure of abuse. In these situations the school's Safeguarding Policy should be adhered to in a calm, supportive manner, without causing further anxiety or distress.

Engaging with stakeholders

Working with parents/carers :

We will take every opportunity to inform and involve parents and carers:

• by highlighting the school curriculum and PSHE's place within it annually, directing parents/carers to the school website.

• by advising parents/carers of their son/daughter's progress in PSHE through Annual Reporting.

• by discussing and agreeing a consistent approach for pupils to be used at home and school through parents evenings and other informal discussions with parents/carers.

Parents and carers do not have the right to withdraw from Personal Health Social Education or the Relationships Education element of Relationships and Sex Education, because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

If parents and carers do not want their child to take part in some or all of the Sex Education lessons they can ask that their child is withdrawn. The Head Teacher will consider this request and discuss it with the parents and carers, and will grant this in all but exceptional circumstances, up until 3 school terms before the student turns 16. At this age, the child can choose to receive Sex Education if they would like to, although challenges with communication and understanding may make an independent choice challenging for many of our pupils.

Link professionals who work with pupils on areas relating to RSE will be made aware of our policy and guidelines. For example, our practices of using the correct names for body parts, increasing independence and choice and when following guidelines on personal care, touch and positive handling.

Health and Wellbeing Relationships Living in the Wider world

	Sensory Learners	Primary /Connecting Learners	Secondary Active Learners	Sixth Form Connecting & Active Learners
Autumn: Health and Well-being Self-awareness Managing feelings Changing and growing Healthy lifestyles	Knowing my body and body parts Feeling good about myself What I like & don't like Looking after my body, hygiene Keeping safe Changing and growing Public and Private; our body and places	Knowing my body and body parts Feeling good about myself What I like & don't like Healthy eating Looking after my body, hygiene Keeping safe Identifying & communicating feelings Public and Private; our body and places Changing and growing	Healthy living Looking after my body, hygiene Changing and growing Public and Private; our body and places in the community Taking risks, online safety Getting help in emergencies Taking risks: drugs, alcohol and tobacco Identifying & communicating feelings Online safety	Healthy choices Looking after my body, hygiene Changing and growing Public and Private; our bodies and places in the community Taking risks: drugs, alcohol and tobacco First-aid Online safety Sources of help in school, in the community
Spring: Relationships Self-awareness Consent Healthy relationships	People who are special to me Families and friendships People who care for us Being kind and unkind Similarities and differences with others Making choices, yes and no Understanding body language Expressing feelings Appropriate touch Respecting each other	People who are special to me Families and friendships People who care for us Being kind and unkind Playing together, sharing spaces, choosing Similarities and differences with others Getting on with others, Positive communication Making choices, yes and no Understanding body language Expressing feelings Appropriate touch Respecting each other	Different kinds of relationships Positive safe relationships Recognising and managing unhealthy relationships Online safety Expressing and managing feelings Making choices, yes and no, consent Puberty – knowing and managing changes Public and Private; our body and places Appropriate touch Parenthood, pregnancy, birth and babies Sexuality, safe sex	Work relationships Positive, safe relationships Recognising abusive relationships Online safety Intimate and long-term relationships, Parenthood, pregnancy, birth and babies Attraction, rejection and managing sexual feelings Appropriate touch Making informed decisions about your body Making choices and consent Sexuality, safe sex Contraception and fertility
Summer: The Wider World Knowing my community Me and the world around me	My class My school, my community School Council Developing awareness of diversity Different jobs What I like and don't like	My class My school, my community Rules in my class, my school School Council Developing awareness of diversity Different jobs	My class, my school, my community School council Respecting each other Celebrating diversity Different jobs, money and it's use My strengths, my needs, my aspirations	My class, school, my community Making rules; the law and justice system Respecting each other Celebrating diversity Challenging prejudice and discrimination Different jobs, money and it's use My strengths, my needs, my aspirations

Planning documents (Ickburgh building blocks)

Primary Building Blocks   Active Learners

Health and Well-being	Relationships	Living in the Wider World
I am aware of myself, I can identify a photo/my face in a mirror know and respond to my name know my body and the names for some of my body parts know my private parts can identify and communicate what I like/don't like can indicate a choice, yes and no	I am aware of myself and others can identify people who are special to me; in my family, carers, friends, people in school that help me	I can identify my classmates and staff I work with in school I can follow some simple rules in school
I can indicate a public and private body part and places can demonstrate an appropriate touch can identify clothes to wear in a public place can identify some feelings can identify some differences between a baby, child and adult can follow simple rules for keeping safe e.g. near roads or fire can demonstrate ways to tell someone that I am feeling ill, uncomfortable, or am in pain.	I can identify people that help us in the community and strangers can identify people being kind and unkind can identify someone who can help me	I can identify simple similarities and differences between my classmates can identify some different jobs that people I know in school do can identify a rule we have in school can identify items to buy at the school café

I

can identify healthy food and drink

can identify and participate in self care techniques e.g. brushing teeth, washing hands, getting dressed, personal care in hygiene room

can describe some of the physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate)

can recognise and identify that there are different private body parts

can identify feelings associated with not feeling safe e.g. worried, scared and can name trusted adults who help us.

identify similarities and differences in my class

can identify something I am good at or like

can communicate what things makes me happy

can identify some facial and body language of others

can identify a range of feelings words

can express a range of different feelings

can demonstrate ways to communicate I am uncomfortable with the way I am being touched

know that people who help me with personal care may need to see and touch my private parts

I

know members of my family and their names

am aware of different types of family

can identify people at home and school who care for me

can identify community helpers and strangers

can play with others, sharing spaces

can demonstrate good listening

can demonstrate taking turns

can identify who can help if someone is unkind

I

can identify some different jobs people have in school and in the community

can identify a rule that keeps us safe

can identify simple way to take care of animals

can identify simple ways to look after our environment

can recognise money and what it is used for

can identify items that are sold in shops or online

Secondary & Sixth Form Building Blocks   Active Learners

Health and well-being	Relationships	The Wider World
I am aware of myself know my body and the names for my body parts can identify and communicate what like/don't like can indicate a choice can identify public and private body parts and places can identify appropriate and inappropriate touch, including masturbation know that people who help me with personal care may need to see and touch my private parts can demonstrate that I know that I wear clothes in a public place can follow simple rules for keeping safe e.g. near roads or fire can demonstrate how to communicate that we are feeling ill, uncomfortable, unsafe or are in pain can identify some feelings can identify some self-care techniques with support ↓	I am aware of myself and others can identify people who are special to me; in my family, carers, friend, people in school that help me can identify community helpers and strangers can play with others, sharing spaces can demonstrate being kind can identify who can help if someone is unkind ↓	I can identify some different jobs people have in school and in the community can identify a job I might like to do in the future can identify a rule that keeps us safe can identify stereotypes that make assumptions about people can identify some rights that all people have can identify an example of discrimination can identify a way to challenge discrimination can identify simple way to take care of animals can identify simple ways to look after our environment can recognise money and what it is used for identify items that are sold in shop for on line ↓

I can identify some differences between a baby, child and adult know some of the main physical changes during puberty, including the onset of menstruation identify and demonstrate self care techniques e.g. brushing teeth, washing hands, getting dressed identify feelings associated with not feeling safe e.g. worried, scared and know trusted adults who help us. demonstrate that I can say no to sharing an inappropriate photo online can describe things that I enjoy or make me feel happy ↓	I can demonstrate good listening can demonstrate taking turns know members of my family and their names am aware of different types of family can identify different members of my relationships circle; family, friends, school/work adults that know me, and intimate, long term relationships including marriage know and demonstrate ways to be a good friend can identify ways to stay safe with others on line know how to get help in an emergency ↓	I can identify simple similarities and differences between my classmates can identify some different jobs that people I know in school do can identify a rule we have in school can identify items to buy at the school café know rules in places I visit in the community ↓
I can identify healthy food and drink can identify something I am good at or like about myself can identify some facial and body language of others can identify a range of feelings words can express a range of different feelings can recognize that I might like and be good at different things from other people can identify what is appropriate and inappropriate to share online can recognise and celebrate my strengths can identify my skills and areas where I need help	I know there are different sexualities and genders can identify positives and difficulties when a teenager can describe/demonstrate how to help someone being bullied can identify what attraction means and how to and how not to behave can recognise a healthy and unhealthy relationship know and demonstrate ways to maintain a friendship know and demonstrate ways to resolve conflict	I can identify my classmates and staff I work with in school I can follow some rules in school

Primary Building Blocks Connecting Learners		
Health and Wellbeing	**Relationships**	**The Wider World**
I ...... can respond to my name am aware of myself, I can identify a photo/my face in a mirror can show awareness of some of my body parts can identify and communicate what I like/don't like can indicate a choice, yes and no	I .... am aware of myself can identify people who are special to me; my family, carers, friends	I .... can identify some staff in school that work with me can follow some simple rules in class
I .... can recognise gender know about private places know that I wear clothes in a public place can identify some feelings can follow some rules for keeping safe can demonstrate ways to tell someone that I am feeling ill, uncomfortable or in pain.	I .... can identify family members, people in school that can help me can identify someone who can help me	I .... can identify my class and classmates can identify my school can recognise some different places in the community can follow some simple rules in class
I .... can participate in some self care techniques e.g. brushing teeth, washing hands with support can identify trusted adults who help me can identify similarities and differences in my class can identify some facial and body language of others can identify a range of feelings words can identify a baby, child and adult	I ... can play together with peers can share spaces with others can give personal space can demonstrate good listening can take turns can identify people being kind and unkind identify a friend	I ... can identify some differences between people in the community can participate in looking after the school environment

can demonstrate an appropriate touch can demonstrate understanding of private body parts and places		

Secondary Building Blocks   Connecting Learners

Health and Wellbeing	Relationships	The Wider World
I …. am aware of myself, can identify a photo/my face in a mirror can respond to my name know some names for my body parts know my private parts and some private places can identify and communicate what I like/don't like can indicate a choice can indicate 'yes' or 'no' ↓	I …. am aware of myself and others can identify people who are special to me; my family, carers, friends can share a space with another peer ↓	I …. can identify some staff in school that work with me follow some simple rules in class can follow some rules for keeping safe e.g. near roads or fire ↓

I … can take part in some self care techniques e.g. brushing teeth, washing hands can demonstrate understanding of appropriate clothing in a public place can identify some feelings using symbols can demonstrate a way to communicate that I am feeling ill, uncomfortable, or in pain. can identify public spaces, private parts and public spaces	**I ……** can give others personal space can play with a peer or trusted adult know some appropriate and inappropriate touch can identify people being kind and unkind can identify someone who can help me	**I ….** can identify my class and classmates can identify my school can recognise some different places in the community can follow some simple rules in class
I …. can identify and participate in some self care techniques e.g. brushing teeth, washing hands, personal care can identify trusted adults who help me can identify some similarities and differences in my class can identify some facial and body language of others can identify a range of feelings words/symbols can identify a baby, child and adult can demonstrate a way to communicate I am uncomfortable with the way I am being touched	**I …** can identify a friend can take turns can demonstrate good listening	**I …** can identify some differences between people in the community can participate in looking after school environment

Sensory Learners Building blocks

Health and Wellbeing	Relationships	The Wider World
I can …. Respond to activities on the topic: Knowing my body and body parts Feeling good about myself What I like & don't like Looking after my body, hygiene Keeping safe Changing and growing Public and Private; our body and places I can … respond consistently to my name communicate more/no more through consistent actions to touching my body by another accept touch from others during personal care express preference (positive or negative) or acceptance/rejection through vocalisation, eye contact or movement, physical gesture, using switch communicate a need by gaining attention participate in self-care activities eg washing hands, hand massage, sensory story initiate action during a sensory story recognise myself in a mirror	I can ….. Respond to activities on the topic: People who are special to me Families and friendships People who care for us Being kind and unkind Similarities and differences with others Making choices, yes and no, consent Understanding body language Expressing feelings Appropriate touch Respecting each other I can …. respond consistently to a familiar voice or other personal identifier respond consistently positively or negatively to a familiar voice or other personal identifier deliberately gain attention from others to fulfil a need	I can …. Respond to activities on the topic: My class My school, my community School Council Developing awareness of diversity Different jobs What I like and don't like I can … respond to changes in the environment, within class, school and community intentionally explore new social and physical environment

Policy Reviewed by: Jane Carter

Designation: Class Teacher – PSHE Lead

Date: 10th March 2026

Approved by: Pupil, Parent and Curriculum

Chair of Committee: Pat Corrigan ………………

Signature: ………………………………………….

Date: 17th March 2026