



**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

PSHE (inc. RSE) Policy

Approved by TCES Operational Board on behalf of

Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, February 2026

This policy applies to all The Complete Education Solution
(TCES) schools and services

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Aims

At TCES we strive to create an environment where each member of the school community feels respected and valued, where self-worth and awareness is nurtured and where principles of acceptance and equal opportunities are seen in action and the teaching of how to build positive relationships is a natural part of everyday life. To achieve this, our approach to the delivery of PSHE provides our pupils with:

- The knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives and how they can contribute to their society.
- The skills, language, and strategies they need to live healthy, safe, fulfilling, responsible and balanced lives.
- Opportunities to reflect upon, explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- Opportunities to explore British values and attitudes, which are necessary if they are to make sense of their experiences within school and within the local and wider community.
- The qualities and attributes pupils need to thrive as individuals, family members and members of society with learning and career choices and in achieving economic well-being.
- Help to reduce or remove many of the barriers to learning experienced by our complex and vulnerable pupils, significantly improving their capacity to learn and achieve.

Ultimately, we aim to make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' well-being. In addition, the learning provided through a comprehensive PSHE education provision is an essential component in safeguarding pupils.

This policy supports the ethos, mission statement and vision of our schools and should be read in conjunction with other TCES policies, particularly:

- Curriculum Guarantee
- Anti-bullying Policy
- Behaviour & Positive Relationship Policy
- Safeguarding Policy

Curriculum Delivery of PSHE/RSE

PSHE and RSE are an integral part of the everyday lives of the pupils within TCES schools. Pupils must continually draw upon their knowledge, attitudes and skills gained in their social and personal development and apply these to the everyday situations they face. Accordingly, it is recognised that PSHE education and RSE are not solely confined to specific timetabled sessions (although such sessions enable focus on a specific learning objective to be made) and so a variety of approaches are applied.

Due to the complex needs of our pupils, a differentiated programme is provided where necessary, and this involves focuses not just on the academic ability of our pupils but also on preparing them for adulthood and the skills and abilities they will need to lead successful independent lives. As such, we place great emphasis on their personal, emotional and social development using our Clinical & Inclusion Models.

At TCES the secondary PSHE Curriculum is divided into six broad areas:

Healthy Lifestyles	Self-Care, Support & Safety	Managing Feelings	Changing and Growing	Self-Awareness	The World we Live In
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The above is based on the PSHE Association's Planning Framework for pupils with SEN. These areas are Self-awareness, Dealing with Emotions, Changing and Growing, Self-Care, Support and Safety, Healthy Lifestyles, and The World I Live In. This Framework maps against the Department for Education (DfE) Statutory Guidance for Relationships Education, RSE and Health Education, which sets out what school pupils should know by the time they leave both Primary and Secondary School.

In Primary we use the Jigsaw Programme, which is also aligned to the PSHE Association Framework.

Being Me in My World	Celebrating difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
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Relationships and Sex Education (RSE)

The incorporation of RSE in PSHE across all key stages allows for an integrated approach to about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip pupils with the information they need to have

safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

At Key Stage 2, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Key Stages 3, 4 and 5, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families.
- Respectful relationships, including friendships.
- Online and media.
- Being safe.
- Intimate and sexual relationships, including sexual health.

Relationships Education and RSE are part of the PSHE curriculum. Units of work on the core theme of 'Relationships' have been designed to ensure a sequential development of skills, knowledge, and attitudes in pupils. The taught content of each unit is based on the assessed knowledge of the class, ensuring they match the maturity of the pupils involved, which may not always be adequately indicated by their chronological age. Units of work for RSE are taught by the pupils' class teacher who may sometimes involve other professionals in the delivery of this work.

Parents' Right to Withdraw

The Government guidance states that parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than

being withdrawn, the school will arrange this. Requests for withdrawal should be put in writing using the form found in Appendix Two of this policy and addressed to the Head Teacher.

Parents do not have the right to withdraw their children from relationships education.

Teaching of PSHE & RSE

The curriculum should allow for the development of pupils' emotional intelligence by providing them with opportunities to express their beliefs and values and by enabling them to discuss and explain the rationale for their actions. This is achieved through formal lessons but also through discussion and debate within Group Process, where pupils and staff meet without an agenda to consider wider issues such as, British & cultural values and in-school community concerns.

The interactive method is used to encourage the participation of individuals as part of a group and to develop respect another point of view.

Formal lessons are held weekly and include time for: Individual reflection on the subject in hand; small group decision making; the sharing of ideas by the whole class; opportunities for reporting back and the planning for implementing what has been learned/decided, where appropriate.

Monitoring arrangements

The Curriculum Committee alongside the PSHE teacher are responsible for:

- Maintaining the PSHE curriculum (inclusive of RSE).
- Ensuring compliance with all relevant statutory, central, and local government initiatives and requirements relevant to the subject areas.
- Reviewing of resources to ensure adequate support of curricula, with reference to pupils' skills and abilities.

Supporting and giving guidance for staff in respect of PSHE and RSE. Keeping up to date with training and continual professional development.

The policy will be formally reviewed every year to ensure it meets statutory requirements.

Inclusion

PSHE positively supports TCES' policy for inclusion where all pupils, staff and additional adults participate. PSHE activities provide opportunities for all pupils to excel. They also provide opportunities for individuals and the whole group to consider who, how and why people are excluded.

Equal Opportunities

In delivering the PSHE curriculum, teachers and other staff will ensure equality of opportunity for all by having regard to race, gender, class, religion, sexual orientation, and special educational need. The school's commitment to equal opportunities is set out further in the TCES Diversity and Equal Opportunities Policy.

Staff development and training opportunities

Many of the issues raised in PSHE activities are sensitive. It is important that all staff are aware of the different dynamics in the class when visitors are present during activities and discussions. The presence of trusted adults other than the teacher can enrich PSHE.

In order to develop staff confidence and competence the subject leader will attend appropriate conferences, identify training needs through induction programmes and performance management, arrange for relevant advice and information from courses to be disseminated and lead or arrange school-based training.