Bourne Alliance
Multi Academy Trust

Policy Document for: Personal, Social, Health and Economic Education (PSHE) including Relationships and Health Education (RHE)

Approved: TBC

Due for Review: June 2027

Ethos and rationale

We are required by law to provide Relationships Education and Health Education (RHE) to all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

For children in Pathways 2 and 3, these statutory subjects are delivered through our wider Personal, Social, Health and Economic (PSHE) curriculum. For children in Pathway 1, learning is contextualised and embedded within everyday class-room practice.

This policy meets the requirement that schools publish a Relationships Education policy and does this within the wider context of Personal, Social and Health Education. This policy explains our whole-school approach to PSHE education and how we meet our statutory duties.

Aspire School's Vision for PSHE Education

At Aspire School, we believe every child deserves an education that supports them to understand themselves, feel safe and navigate the world in ways that respect their individuality. PSHE education is central to this commitment.

Our approach is grounded in a neurodiversity-affirming ethos. We recognise that pupils have a wide range of strengths, needs and ways of experiencing the world. PSHE is therefore embedded across daily practice and adapted to each pupil's developmental stage, communication profile and sensory needs.

A key focus of our PSHE provision is equipping pupils with the knowledge, skills and strategies they need to keep themselves safe. This includes developing an understanding of personal boundaries, trusted relationships, emotional awareness and ways to communicate needs and seek support.

For pupils in Pathway 3 and some in Pathway 2, PSHE is delivered through a combination of structured teaching and consistent reinforcement across the school day. For pupils in Pathway 1, learning is fully embedded within everyday interactions and routines, with no discrete PSHE lessons. Across all pathways, learning is personalised and supported through approaches such as visual supports, modelling, repetition and experiential learning.

We aim to enable pupils to:

- Understand the importance of personal care and hygiene
- Use appropriate vocabulary to describe themselves and their bodies
- Develop self-respect and confidence
- Be prepared for puberty in a way that is meaningful and supportive
- Learn within a safe and supportive environment where sensitive topics can be explored
- Develop a positive and respectful understanding of relationships

By embedding PSHE throughout our school culture, we create a consistent, supportive environment in which pupils can build confidence, develop positive relationships and increase independence. We ensure all pupils feel recognised, valued and supported to develop knowledge and skills in ways that are meaningful and appropriate to them.

Statutory Requirements and Curriculum Framework

Under the Education Act 2002 and the Academies Act 2010, all schools must provide a curriculum that:

· Promotes the spiritual, moral, cultural, mental and physical development of pupils
· Prepares pupils for the opportunities, responsibilities and experiences of later life

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (updated July 2025) make Relationships Education and Health Education statutory for all primary-aged pupils. These subjects must be taught in all maintained schools, academies, independent schools, maintained special schools, non-maintained special schools, and alternative provision settings.

We deliver statutory Relationships and Health Education within our PSHE curriculum, using materials from the PSHE Association and Learn and Thrive. This provides pupils with a carefully sequenced and developmentally appropriate curriculum that meets statutory requirements while building essential personal, social and independence skills in ways that are meaningful and accessible to them. Learning is adapted to support pupils' diverse needs, enabling them to develop self-awareness, communication, and strategies to navigate everyday situations safely and confidently.

Our PSHE curriculum also supports our safeguarding responsibilities, as set out in Keeping Children Safe in Education and the Prevent Duty, helping pupils to recognise risks, understand personal safety, stay safe online and offline, and seek support in ways that are appropriate to their level of understanding.

Our curriculum addresses all statutory requirements including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping (where appropriate)
- Health protection and prevention
- Basic first aid
- Developing bodies (including puberty and menstruation as part of Health Education)

PSHE and the Aspire Pathways

At Aspire School, we ensure that PSHE is inclusive, accessible and responsive to the needs of all pupils. We recognise that PSHE plays a vital role in supporting pupils with SEND. Our approach is therefore carefully designed to meet their individual needs and support their understanding, safety and wellbeing.

We acknowledge that our pupils develop at different rates, and that chronological age may not always reflect developmental stage. As a result, some pupils may need additional support, earlier teaching, or content delivered in different ways to ensure it is meaningful and understood - particularly in relation to areas such as personal boundaries, relationships and puberty.

Teaching is adapted to ensure content is accessible and appropriate for every pupil. This may include:

- Visual supports, simplified language and concrete examples
- Pre-teaching or targeted small group work where needed
- Multi-sensory approaches and practical activities
- Additional time for processing and responding
- Personalised social stories or adapted resources

Our PSHE programme is carefully sequenced and delivered at a pace and in a format that best supports the understanding and safety of pupils. The PSHE Lead works closely with class teachers to ensure a personalised and coordinated approach.

Pathway 1

In Pathway 1, the focus is on personalised, holistic personal development, delivered through a therapeutic and highly individualised curriculum. Each pupil's Education, Health and Care Plan (EHCP) outcomes, provision plan targets and Individual Education Plans (IEPs), alongside consistent daily routines and interactions, form the foundation of their learning in this area. Personal development is embedded across all aspects of the school day rather than taught as a separate subject. A sensory-based approach underpins learning, with an emphasis on developing body awareness, communication (including expressing preferences and making choices), and supporting pupils to respond positively to changes in people, environments, activities and objects. This approach ensures that learning is meaningful, relevant and directly linked to each pupil's individual needs, supporting purposeful progress in their personal development.

Opportunities available in Pathway 1 include:

- Daily morning and afternoon nurture time (breakfast, yoga, songs, massage etc), in which the focus is on emotional wellbeing, building friends, communication and family values
- Daily continuous provision, enabling all children to access indoor and outdoor learning of their choosing
- EHCP SEMH targets link into wellbeing and preparation for life
- Sensory Circuits sessions
- Intensive Interaction
- Engagement Model
- Attention Autism sessions
- Individual learning plans
- Curiosity Approach

Pathway 2

Pathway 2 offers a unique blend of therapeutic content and academic opportunities designed to support and extend cognitive understanding. For some children in Pathway 2, emphasis continues to be placed on the holistic and customised personal development of each individual child through Aspire's 'Exploring My Personal, Social and Emotional Development' scheme of work.

Pupils in Pathway 2 who are accessing semi-formal or formal learning follow the same PSHE curriculum as those in Pathway 3 (see 'Pathway 3' section below).

Additional opportunities for PSHE available in Pathway 2 include:

- Daily nurture time
- EHCP SEMH targets linking into wellbeing and preparation for life
- Themed workshops
- Social stories and other classroom visuals
- Attention Autism sessions
- Individual Learning Plans (life skills and/or SEMH)
- Weekly PSHE sessions
- Explore Times
- Picture Books

Pathway 3

All children in Pathway 3 follow a spiral PSHE curriculum with aspects of RHE integrated into a range of themes, drawing from the PSHE Association's SEND Planning Framework, which is fully aligned with the Statutory Guidance for Relationships Education and Health Education. Sessions are taught weekly through dedicated curriculum time of 30-45 minutes per week by class teachers. Teachers are encouraged to use our PSHE curriculum flexibly, adapting it to meet the individual needs, strengths and developmental stages of their pupils. We recognise that learning and development do not always align with chronological age or key stage, and teaching is adjusted accordingly. If pupils ask questions beyond the planned curriculum, staff respond in an age- and developmentally appropriate way, ensuring pupils receive clear and accurate

information without needing to seek answers elsewhere. Learning in PSHE is revisited regularly to support understanding, retention and confidence. At Aspire School, the emphasis is on the depth and quality of learning rather than the number of themes covered.

Over the course of the academic year, Pathway 3 will aim to focus on a different theme each term. Themes that include aspects of RHE have been indicated (*):

Term	Theme	Key Content
Term 1	*Managing Feelings	Understanding feelings, and that how I feel and how others feel affects choices and behaviour
Term 2	Self Awareness	Me, who I am, my likes, dislikes, strengths and interests
Term 3	*Self-Care, Support and Safety	Looking after myself and keeping safe
Term 4	*Changing and Growing	How I and others are changing; new opportunities and responsibilities
Term 5	Healthy Lifestyles	Being and keeping healthy, physically and mentally
Term 6	The World I Live In and Transition	Living confidently in the wider world

Additional opportunities for PSHE available in Pathway 3 include:

- Daily nurture time
- EHCP SEMH targets linking into wellbeing and preparation for life
- Themed workshops
- Social stories and other classroom visuals
- Attention Autism sessions
- Individual Learning Plans (life skills and/or SEMH)
- Picture books

Relationships and Health Education: Statutory Content

Relationships Education

Relationships Education is compulsory for all primary-aged pupils, and there is no right to withdraw. It focuses on supporting pupils to understand and develop positive, respectful relationships with family members, peers and adults in ways that are meaningful and accessible to them.

Our approach recognises that pupils experience, understand and express relationships in different ways. Teaching is adapted to reflect pupils' communication styles, developmental stages and individual profiles, ensuring learning is relevant, supportive and empowering.

Pupils will be supported to understand:

- Families and people who care for me - that families can take many forms, all of which can provide care, stability and support; features of positive and supportive family relationships; how to recognise when something does not feel right and how to seek help.

- Friendships - how friendships can support wellbeing and a sense of belonging; the characteristics of positive friendships, including kindness, trust and respect; that friendships may look different for different people; how to seek support when friendships feel confusing or challenging.

- Respectful, kind relationships - the importance of recognising and respecting their own needs and the needs of others; how to communicate in ways that work for them; understanding personal boundaries; developing self-respect and respect for others; recognising unkind behaviour, including bullying, and knowing how to respond

and seek support; awareness of stereotypes and valuing difference.

- Online safety - how to engage safely and respectfully in online spaces; understanding that online information and relationships vary in reliability; how to protect personal information in ways appropriate to their understanding; recognising when something online feels unsafe or upsetting and how to report it; awareness that some online content may not be appropriate.

- Being safe - understanding personal boundaries in ways that are accessible and meaningful; that their body belongs to them; developing an awareness of privacy and consent at a level appropriate to their development; recognising when they feel unsafe or uncomfortable; knowing how to communicate this and seek help from trusted adults.

Health Education

Health Education is also compulsory for all primary-aged pupils, and there is no right of withdrawal. It focuses on supporting pupils to develop an understanding of their own health and wellbeing, enabling them to make informed and meaningful choices in ways that work for them. Our approach recognises that pupils experience, understand and communicate about their health in different ways. Teaching is adapted to reflect individual developmental stages, sensory needs and communication profiles, ensuring learning is accessible, relevant and supportive.

Pupils will be supported to understand:

- Mental wellbeing - that everyone experiences a range of emotions; how to recognise, express and begin to manage feelings in ways that are meaningful to them; simple self-care strategies; that mental health needs are common and support is available; how and where to seek help.

- Internet safety and harms - the benefits and potential risks of using the internet; how to engage safely and respectfully online; understanding boundaries around screen use at a level appropriate to their needs; recognising that not all online information is reliable; how to respond to and report concerns.

- Physical health - the importance of movement and physical activity for wellbeing; ways to be active that suit their preferences and needs; the value of building activity into daily routines; when to seek support for physical health.

- Healthy eating - what a balanced diet can look like; making choices that support health and wellbeing; understanding how food supports the body; awareness of how different choices can affect teeth, energy and overall health.

- Substances (drugs, alcohol, tobacco and vaping) - learning about substances and their effects on the body will be provided where it is relevant to a pupil's needs and stage of development. This will be carefully planned and delivered in collaboration with parents and carers, ensuring pupils receive appropriate information and support to help them understand risks and stay safe.

- Health protection and prevention - recognising signs that the body may be unwell; the importance of sleep, hygiene and routines; understanding how to reduce the spread of germs; awareness of sun safety and basic health practices; understanding that vaccinations help protect people.

- Personal safety - recognising risks in everyday situations; developing awareness of how to stay safe in environments such as roads, water and public spaces; knowing how to seek help when needed.

- Basic first aid - how to seek help in an emergency; beginning awareness of how to respond to common injuries in a safe and supported way.

- Developing bodies - understanding that bodies grow and change over time; learning appropriate names for body parts including genitalia; developing awareness of changes such as puberty in ways that are carefully timed and sensitive to each pupil's developmental readiness, including preparation for menstruation where appropriate.

Building Foundations for Secondary Relationships and Health Education

Our PSHE curriculum is designed to be developmentally appropriate, meaningful and relevant to each pupil's individual needs, strengths and experiences. While learning supports preparation for future stages, the primary focus is on equipping pupils with skills and understanding they can use in their lives now.

We recognise that pupils follow different developmental pathways, and progression is not always linked to age. Our approach therefore focuses on building understanding gradually, revisiting key concepts and supporting pupils to apply learning in ways that are meaningful to them.

For example:

- Pupils are supported to recognise and respond to emotions such as frustration, anxiety or excitement in ways that work for them. This supports their current relationships and interactions, while also developing skills they can draw on over time.
- Learning about personal boundaries, privacy and consent begins in ways that are accessible and concrete. This is central to safeguarding, supporting pupils to recognise when something does not feel right, understand their right to safety, and communicate this in ways that are achievable for them.
- Pupils develop an awareness of positive relationships, including trust, kindness and respect. This learning is rooted in their everyday experiences and supports them to navigate interactions safely and confidently.
- Online safety and awareness are introduced in ways that reflect pupils' real-life experiences or potential future exposure. Learning focuses on developing understanding and strategies to stay safe, without assuming all pupils are actively engaging in online environments.
- Emotional wellbeing and self-awareness are supported through consistent, embedded approaches. Pupils are given opportunities to build communication, regulation and self-care strategies in ways that reflect their individual profiles.

This flexible and responsive approach ensures that learning is always relevant, accessible and purposeful. Rather than focusing solely on future stages, our PSHE curriculum supports pupils to develop understanding and skills that enhance their independence, safety and wellbeing in the present, while also providing foundations that can be built upon over time.

Parental Engagement and Right to Withdraw

Parents and carers have the right to request that their child is withdrawn from some or all aspects of sex education delivered as part of PSHE. However, there is **no right to withdraw** from the following statutory elements:

- Relationships Education
- Health Education, including teaching about puberty and menstruation
- The Science curriculum, including content about reproduction

At present, Aspire School does not deliver sex education. Pupils are taught the statutory elements of Health Education, including puberty and menstruation, alongside the Science curriculum content on life cycles and reproduction. This Science content is introduced only where it is appropriate to a pupil's developmental stage and learning pathway, typically for those working at a Year 5 or 6 level.
All learning is carefully adapted to ensure it is accessible, meaningful and supportive of each pupil's individual needs and understanding. We do not teach additional content about sexual intercourse or conception beyond these statutory requirements.

This position is kept under regular review, taking into account pupils' needs and ongoing dialogue with parents and carers. If the school decides to introduce sex education in the future, parents will be fully consulted and the policy will be updated accordingly.

Equality

We are committed to an inclusive PSHE curriculum that is accessible to and respectful of all children and families.

Meeting the Equality Act 2010

We comply with the Equality Act 2010 and the Public Sector Equality Duty, ensuring that PSHE is taught in a way that:

- Does not subject pupils to discrimination
- Promotes equality of opportunity
- Fosters good relations between people with protected characteristics and those without

The protected characteristics are: age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Teaching about Families and Relationships

Our curriculum reflects and values the wide range of family experiences represented within our school community. We recognise that pupils live in and experience many different types of families, including (but not limited to):

- Single-parent families
- Same-sex parent families
- Families led by grandparents or other relatives
- Adoptive and foster families
- Kinship care arrangements
- Blended families
- Families from a range of cultural and religious backgrounds
- Service families, including those connected to the armed forces

Teaching is adapted to ensure that learning about families is accessible, meaningful and relevant to each pupil's level of understanding and personal experience. We recognise that pupils may interpret and relate to these concepts in different ways, and we provide support to help them make sense of relationships in a way that feels safe and appropriate.

We take care to ensure that all pupils see their own experiences represented positively, and that no pupil feels excluded or defined by their home circumstances. Our teaching emphasises that families are characterised by the care, support, stability and connection they provide, rather than a single structure or definition.

Including LGBT+ Content

Our approach is underpinned by a whole-school ethos of respect, inclusion and recognition of difference. This is embedded throughout our daily practice, interactions and the wider school environment. Pupils are consistently supported to understand that everyone deserves to be treated with kindness, dignity and respect. In learning about families and relationships, we include same-sex parents and carers as part of the full range of family experiences. These are reflected naturally in teaching, resources and everyday conversations, ensuring that diversity is visible, normalised and valued within our school community.

We recognise that pupils understand and engage with these ideas in different ways. Adults adapt their communication, modelling and teaching to ensure that learning is meaningful, accessible and appropriate to each pupil's developmental stage and needs. Across the school day, pupils are supported to recognise and respect differences, develop a sense of fairness and belonging, and understand what respectful behaviour looks like in practice. They learn that discrimination and unkind behaviour, including bullying, are not acceptable, and are supported to communicate concerns and seek help in ways that are effective for them.

Respecting Religion and Belief

We recognise and respect the range of religious beliefs and worldviews represented within our school community. Our approach reflects a commitment to inclusion, ensuring that all pupils and families feel acknowledged and valued.

Teaching is delivered in a clear, factual and accessible way, with careful consideration given to pupils' individual understanding, communication needs and developmental stage. Scientific and medical information is shared accurately, while remaining sensitive to the different beliefs and perspectives that pupils may encounter in their lives.

Where relevant, pupils are supported to develop an awareness that people may hold different beliefs and that these can influence their values and choices. This is approached in a way that is meaningful and appropriate for each pupil, promoting understanding, respect and acceptance of difference.
Throughout this learning, we emphasise kindness, respect and the importance of recognising individual rights, supporting pupils to navigate a diverse world in ways that feel safe, inclusive and appropriate for them.

Safeguarding and Support

PSHE education plays a central role in our safeguarding approach. It supports pupils to develop the knowledge, understanding and strategies they need to feel safe, recognise concerns and seek support in ways that are meaningful and achievable for them.

Our approach recognises that pupils communicate, process and express concerns in different ways. Teaching is adapted to ensure that safety messages are accessible, regularly revisited and embedded across everyday practice.

Through PSHE and wider school experiences, pupils are supported to:

- Develop an awareness of safe and unsafe situations and relationships
- Understand that they are not to blame if something feels wrong or unsafe
- Identify trusted adults and ways to seek support
- Communicate their needs, feelings or concerns using methods that work for them
- Build confidence to keep seeking help until they feel heard and supported
- Develop an understanding of personal boundaries, including their right to privacy and safety
- Recognise different types of harm in ways appropriate to their level of understanding
- Develop awareness of risks both online and in the physical world
- Learn strategies to help them navigate change, uncertainty and challenge

The PSHE/RHE Lead is a member of Aspire School's Safeguarding Team. This ensures that safeguarding priorities, emerging concerns and pupil needs directly inform curriculum design, sequencing and delivery, creating a responsive and joined-up approach.

Managing Disclosures and Concerns

Learning in PSHE/RHE may lead pupils to communicate worries or share experiences. We recognise that this may happen in a range of ways, not always through direct verbal disclosure.

All staff are trained to:

- Respond calmly, respectfully and supportively
- Be clear about the limits of confidentiality in a way pupils can understand
- Listen carefully and sensitively, without leading or overwhelming the pupil
- Record concerns accurately and promptly
- Share information with the Designated Safeguarding Lead (or deputy) without delay

All staff delivering PSHE are familiar with safeguarding and child protection procedures. Where external visitors contribute, they are appropriately briefed to ensure consistency and safety.

Supporting Pupils to Seek Help

We encourage pupils to seek support from trusted adults in ways that feel comfortable and accessible to them. We recognise that while families are often the primary source of support, some pupils may need additional or alternative options.

Pupils are regularly supported and reminded, through teaching, routines and the wider environment, about how to access help. This may include:

- Named trusted adults within school
- Pastoral and therapeutic support systems
- Age-appropriate external support services (e.g. Childline)
- Understanding when and how to seek medical help
- Awareness of emergency services and how to access them

We promote the understanding that everyone benefits from having trusted people they can turn to. Pupils are consistently supported to recognise that asking for help is a positive and important step, and that support will be provided in ways that meet their individual needs.

Teacher support and Professional development

High-quality PSHE education requires confident, well-supported teachers who have the knowledge, skills and resources to deliver sensitive content effectively.

We support staff delivering PSHE through:

- Comprehensive resources - we use the PSHE Association SEND Framework, providing structured guidance and resources to support consistency while allowing staff to adapt learning to meet the individual strengths, needs and profiles of their pupils.

- Regular professional development - staff access training to build confidence and expertise in areas such as:
    - Adapting the PSHE Association SEND Framework to meet diverse learning needs
    - Approaching sensitive or complex topics with care and professionalism
    - Responding to pupils' questions in ways that are appropriate and supportive
    - Safeguarding and recognising different forms of communication, including non-verbal cues
    - Creating inclusive, predictable and supportive environments
    - Understanding current issues that may impact pupils' wellbeing (e.g. online safety, mental health)
    -
- Collaborative practice - staff work collaboratively to plan, reflect and share effective approaches, drawing on collective knowledge to support pupils' learning and respond to challenges in a thoughtful and consistent way. This is further strengthened by the PSHE Lead's regular engagement with PSHE leads from other specialist schools across Kent (KsENT), meeting three times a year to share good practice and discuss current local issues, assessment approaches and moderation.

- Leadership support - the PSHE Lead and senior leadership team provide ongoing guidance and support, including modelling practice, offering advice in complex situations and prioritising staff wellbeing.

- Access to specialist expertise - where appropriate, staff are supported by external professionals such as school nurses, therapists, PSHE advisors and mental health specialists. This ensures teaching is informed, responsive and tailored to meet the needs of our pupils.

This approach supports staff to deliver PSHE/RHE in ways that are flexible, reflective and responsive to the diverse ways pupils learn, communicate and engage.

Monitoring of effectiveness of PSHE

The PSHE Lead, working with senior leadership, monitors PSHE provision through:

- Regular review of planning and teaching materials
- Learning walks and lesson observations
- Review of children's work
- Pupil voice activities to understand children's experience of PSHE
- Staff feedback on confidence, resources and support needs
- Analysis of behaviour, wellbeing and safeguarding data on CPOMs
- Attending weekly safeguarding meetings with Designated Safeguarding Leaders
- Parent feedback through surveys and consultation

Monitoring enables us to celebrate effective practice, identify areas for development, and ensure consistency in quality across the school.

We evaluate the impact of our PSHE provision through a range of measures that recognise and reflect the diverse ways our pupils learn, communicate and demonstrate understanding. This includes considering:

- Pupils' development in knowledge, skills and confidence, as reflected through personalised assessment approaches
- The quality of relationships between pupils, and between pupils and adults
- How pupils demonstrate positive behaviours and are supported to navigate and resolve challenges
- Indicators of pupil wellbeing, including emotional regulation and engagement
- Pupils' confidence in communicating needs, seeking support and sharing concerns in ways that are meaningful for them
- Safeguarding information, including how pupils recognise and express when something feels unsafe
- Preparation for next steps, including transitions, in ways that are appropriate to each pupil's individual pathway

This ongoing evaluation informs the continuous development of our PSHE provision, ensuring it remains responsive, relevant and tailored to the needs of our pupils, and contributes to our annual policy review.

Working in Partnership with Parents and Carers

We recognise that parents and carers are children's first and most important educators, particularly regarding relationships and health. Effective PSHE education works in partnership with families, supporting parents to continue conversations started in school and keeping them informed about what their children are learning.

Consultation and Communication

We engage with parents and carers throughout the year and when developing and reviewing our PSHE/RHE policy, seeking their views on content, approach and resources. This includes:

- Gathering parent and carer views through ongoing communication and opportunities to share feedback
- Opportunities to view teaching materials upon request
- Workshop sessions to share curriculum content, offer guidance on key areas such as sleep and wellbeing, and provide opportunities for parents to ask questions and seek advice
- Regular communication about PSHE curriculum through class communications and our website

Viewing Teaching Materials

We want parents to feel informed about what their children are learning in PSHE. We provide several ways for parents to access information about the curriculum:

- Parent Access to Lesson Materials - Parents who would like to see the lesson materials for their child can request access by contacting their child's class teacher. We also welcome you to arrange a time to view materials in school with the PSHE/RHE Lead. This allows us to explain the teaching approach, answer any questions, and show how content is delivered in practice.
- Parent Information Leaflets - We also provide specific information leaflets on topics that parents commonly have questions about which are available on request.
- School Stories on Class Dojo: Guidance and advice for families, including areas such as online safety and wellbeing, are also shared regularly through School Stories and email communications with parents and carers

We actively encourage parents and carers to engage with these resources so they can support and continue conversations at home. If you have any questions about PSHE/RHE content or would like to view examples of teaching materials, please contact **Charlotte Goldup** (PSHE Lead Teacher) via **aspire@ba-mat.org.uk.**

Responding to Concerns

We welcome questions and concerns about our PSHE provision. In the first instance, parents and carers should contact their child's class teacher. If further discussion is needed, concerns can then be referred to the PSHE Lead, and, where appropriate, escalated to the Headteacher.

We aim to respond to any concerns through open and respectful dialogue, sharing our curriculum approaches, explaining the purpose behind content, and outlining how teaching is adapted to be developmentally appropriate, accessible and sensitively delivered for all pupils. As we do not teach sex education, discussions with parents and carers focus on the statutory elements of Relationships and Health Education, ensuring they are fully informed and supported in understanding how these areas are delivered in a way that meets their child's individual needs.

Links to Other Policies and Curriculum Areas

PSHE does not exist in isolation but connects closely with other areas of school life and curriculum.

This PSHE (including RHE) policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety
- Equality and Diversity Policy
- Health and Safety Policy
- Intimate Care Policy

Links Across the Curriculum

For pupils accessing a semi-formal or formal curriculum (primarily those in Pathway 3 and some in Pathway 2), PSHE learning is supported and reinforced across the wider curriculum in ways that reflect their individual strengths, interests and developmental profiles.

Connections are made in meaningful, accessible ways, for example:

- **Science**: Developing understanding of the body, life cycles and health in ways that are appropriate to each pupil's level of understanding
- **Computing**: Building awareness of online safety, communication and technology use, supported through clear, structured teaching
- **Physical Education (PE)**: Supporting physical wellbeing, movement, self-awareness and participation in ways that suit individual needs and preferences
- **Religious Education (RE)**: Developing awareness of different beliefs, values and perspectives, promoting respect for difference
- **Literacy**: Using stories and texts to explore themes such as relationships, identity and emotions in ways that pupils can connect with

Staff make intentional and flexible links across areas of learning, adapting content and delivery so that pupils can engage with and apply their understanding in ways that are meaningful to them. This supports generalisation of skills and helps pupils make sense of their learning in real-life contexts.

Policy Development, Review and Approval

This policy was developed through consultation with:

- School staff, including teaching staff, support staff and senior leadership
- Parents and carers, through surveys and opportunities to share feedback
- Pupils, through pupil voice activities appropriate to their communication needs

The policy is informed by:

- DfE Relationships Education, Relationships and Sex Education and Health Education statutory guidance (July 2025)
- Keeping Children Safe in Education (current statutory guidance)
- The Prevent Duty (Counter-Terrorism and Security Act 2015)
- The PSHE Association SEND Framework and supporting documentation
- Local authority / MAT guidance and support materials
- Evidence from educational research and best practice

This policy will be reviewed annually to ensure it remains up to date with:

- Statutory guidance and legal requirements
- PSHE Association updates and enhancements
- Emerging needs of our pupils
- Feedback from stakeholders
- National and local developments in PSHE/RHE education

Roles and Responsibilities

The Governing Body

- The Governing Body has delegated the approval of this policy to the CEO
- Acts to hold the Heads of School to account for the implementation of this policy
- Undertakes monitoring of the impact of the curriculum
- Ensures that clear information is provided for parents on the subject content and the right to request that their child is withdrawn

The PSHE Lead

The PSHE Lead is responsible for ensuring the PSHE curriculum content meets the needs of the children in all Aspire Pathways and the requirements of the Department for Education.

The Headteacher

The Headteacher is responsible for ensuring PSHE is taught consistently across their school.

Teaching Staff

Staff are responsible for:

- Delivering PSHE in a sensitive, inclusive and neurodiversity-affirming way, adapting teaching to meet pupils' individual strengths, needs and communication styles
- Modelling respectful, positive attitudes towards PSHE and diversity
- Monitoring and recognising progress in ways that reflect each pupil's developmental pathway
- Responding flexibly to the individual needs of pupils, ensuring learning is accessible, meaningful and supportive

Further Information and Resources

For more information about PSHE at Aspire school, please contact:

Charlotte Goldup (PSHE Lead Teacher) via aspire@ba-mat.org.uk.