



Rosebank School

Learning together, celebrating success

PSHE (Including RSE) Policy

DATE OF THIS POLICY:	September 2026
Ratified by governors:	
Frequency of update:	Every 2 years
Due for revision:	September 2028
Person responsible:	PSHE Lead / Headteacher

The next revision date is:

Review Date	Changes Made	By Whom
September 2026	Policy change in line with new PSHE/RSE Framework	Tracy Erasmus

1. Policy Statement

At Rosebank Special School, we believe that Personal, Social, Health and Economic (PSHE) education is fundamental to preparing our pupils for adulthood, promoting their wellbeing, supporting positive relationships and enabling them to participate safely and successfully in society.

As a special school, we recognise that our pupils may require a more personalised, practical and developmentally appropriate approach to PSHE and RSE. We are committed to ensuring that all pupils receive a high-quality programme that is accessible, inclusive, responsive to individual needs in which every **voice is valued and every learner is supported**.

Our curriculum is underpinned by the values of dignity, respect, safety, independence and belonging.

2. Statutory Requirements

This policy reflects the requirements of:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations;
- The Department for Education statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (effective September 2026);
- The Equality Act 2010;
- The SEND Code of Practice (2015);
- Keeping Children Safe in Education;
- The Children and Social Work Act 2017.

As a special school, Rosebank Special School has a responsibility to ensure that all pupils, regardless of need or disability, access the statutory elements of Relationships Education, RSE and Health Education through appropriately adapted provision.

3. Curriculum Intent

Our PSHE curriculum aims to enable pupils to:

- develop self-awareness and positive self-esteem;
- build healthy, respectful and safe relationships;
- recognise and communicate emotions effectively;
- understand personal safety, consent and boundaries;
- develop independence and preparation for adulthood skills;
- equip children to keep themselves and others safe including online safety;
- maintain physical and mental wellbeing;
- understand changes associated with growing up;
- access support and seek help when needed;
- develop financial awareness and community participation;
- become active and responsible citizens.

4. Curriculum Implementation

To ensure the engagement of all pupils, teaching and learning opportunities are adapted to meet pupil needs through our Discovering, Developing and Deepening Curriculum model. Pupils move fluidly across these areas of learning depending on their level of understanding, confidence, need and skill development at any given time. Movement between pathways is determined by pupil need rather than chronological age.

Discovering	Developing	Deepening
• early communication; • sensory exploration; • emotional recognition; • developing awareness of self and others; • establishing routines for health and safety.	• increasing independence; • understanding relationships; • recognising emotions and managing behaviour; • developing self-care skills; • applying knowledge in familiar contexts.	• critical thinking and decision making; • managing risk; • preparing for adulthood; • understanding rights and responsibilities; • applying learning across a range of real-life situations.

4.1 Relationships Education and Health and Wellbeing Education

Relationships Education Health and Wellbeing Education forms a fundamental part of our PSHE curriculum and is delivered in accordance with the 2026 statutory guidance for Relationships, Sex and Health Education (RSHE). We recognise that pupils with special educational needs and disabilities may require teaching that is personalised, explicit, repetitive and adapted to their developmental stage, communication needs and lived experiences.

○ Relationships Education

Relationships Education equips pupils with the knowledge, understanding and skills needed to develop positive, respectful and safe relationships with family members, friends, peers and trusted adults. Through a developmentally appropriate curriculum, pupils learn about kindness, empathy, consent, personal boundaries, privacy, online safety, recognising healthy and unhealthy relationships, and how to seek support when they feel unsafe or worried. Our approach promotes pupils' rights, dignity and independence, enabling them to participate safely and confidently in their communities and preparing them for adulthood. Learning opportunities address the following statutory RSHE content:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

4.2 Health and Wellbeing Education

Through explicit teaching, practical experiences and consistent reinforcement, pupils develop the knowledge, skills and strategies needed to make healthy choices, build resilience and increase independence. This includes learning about emotional literacy, self-regulation, personal hygiene, healthy eating, physical activity, sleep, recognising and communicating feelings, understanding how to seek help, managing change and transitions, and identifying trusted adults who can provide support. As part of our whole-school approach to wellbeing, we utilise the Zones of Regulation framework to help pupils recognise their emotions, develop self-awareness and use appropriate strategies to regulate their behaviour and maintain positive mental health. Our Health and Wellbeing curriculum aims to empower pupils to understand their own needs, keep themselves safe and achieve the best possible outcomes in preparation for adult life. Learning opportunities address the following statutory RSHE content:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

4.3 Sex Education

Sex education is not compulsory in primary schools, but it is recommended that primaries teach sex education in Year 5 and Year 6, in line with content about conception and birth, which forms part of the national science curriculum. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum. At Rosebank Sex Education is taught through the “Changes at Puberty” topic of the Curriculum

5. PSHE Curriculum Framework

At Rosebank School the PSHE (including RSE) curriculum is implemented as part of the “Living” strand of our LIFE Skills Curriculum.

Living 5 PSHE (incl. RSE) Association SEND Planning Framework 6 Relationships Education 7 Health and wellbeing Education 8 Sex Education (Y5 and Y6)	Independence and Community Participation 9 Neuroinclusive Education Network Progression Framework	Faith (Religious Education) 10 Agreed Syllabus as requested by Cheshire West and Chester SACRE.	Emotional Regulation 11 Zones of Regulation 12 Foundations for Wellbeing
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The curriculum framework is developed using:

- PSHE Association SEND Planning Framework and related resources
- Neuroinclusive Education Network (formerly Autism Education Trust) Progression Framework
- Family Planning Association (Jasmine and Tom)
- Zones of Regulation, Emotional Regulation Curriculum
- NSPCC resources
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At Rosebank School, the PSHE (including RSE) Curriculum is organized into 6 sections. Each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

Self-Awareness • Things we are good at • Kind and unkind behaviours • Playing and working together • People who are special to us • Getting on with others • 6. Getting help	Self-Care, Support and Safety • Taking care of ourselves • Keeping safe • Trust • Keeping safe online • 5. Public and private	Managing Feelings • Identifying and expressing feelings • Managing strong feelings • Difficult feelings • 4. Mental health
Changing and Growing • Baby to adult • Changes at puberty • Dealing with touch • Different types of relationships	Healthy Lifestyles • Healthy Eating • Being active • Taking care of physical health • 4. Keeping well	The World I Live In • Respecting differences between people • Belonging to a community • Jobs people do • Rules and laws • Taking care of the environment • Money • 7. Online habits

Young people live their lives both online and offline, and most topics within statutory RSHE have a digital aspect. Whilst some sections of planning framework (such as 'Keeping safe online' and 'Online habits' for primary, and 'Safe online communication') are explicitly focused on this, it should be assumed that learning in all sections applies to online contexts as well, even when not explicit.

Content is organised sequentially, building on prior understanding, supporting pupils to overlearn, revisit and embed learning through whole school topics linked to each curriculum theme (See Appendix 1)

6. Right to Withdraw

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents do not have the right to withdraw their pupils from relationships and health education, nor can they be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Before granting any request for withdrawal of a child from sex education, it is good practice for the head teacher to discuss the request with parents, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education, and any detrimental effects of withdrawal, including social and emotional impacts on the child, and the likelihood that the child will hear their peers' version of what was said in class, which may not be accurate. Schools will want to document this process to ensure a record is kept.

Where primary schools provide sex education, head teachers must automatically grant a request to withdraw a pupil from it, other than content that is taught as part of the science curriculum. If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Everyone has relationships with others, and most pupils will develop sexual relationships at some point in their lives. Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood, to enjoy their relationships, and to keep themselves and others safe.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. This can be provided as part of health education in primary, without describing any detail of sexual activity.

7. Safe and Effective Practice

PSHE, including RSE is delivered confidently and effectively using a number of teaching strategies including:

- *Ground rules: A set of ground rules to help teachers create a safe environment in which they don't feel embarrassed or anxious about unintended or unexpected questions or comments from pupils. This will be developed within in each class group taking into account pupils social, emotional and communication needs.*
- *Distancing Techniques: Teachers will avoid embarrassment and protect pupils privacy by always depersonalising discussions through role plays, case studies, invented characters, appropriate videos and project learning.*
- *Dealing with Questions: Teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. This can be established through Ground Rules, referring pupils to the family liaison officer, answering questions on an individual basis using a "park it" methodology and raising any concerns through Rosebank Special School's Safeguarding Policy*
- *Project Learning: Pupils may take part in a structured activities, working in groups, circle time, case studies and teachers may provide factual information in written and symbol format for pupils to keep for future reference.*
- *Reflection: Reflection is used to support pupils to consolidate what they have learned and to form new understanding, skills and attitudes. This may be done through the appropriate use of questions.*

8. Safeguarding

Teachers are aware that effective PSHE and RSE, which brings and understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. If such a disclosure occurs teachers will consult with the designated safeguarding lead and record the disclosure following Rosebank

Special School's Safeguarding Policy. In addition, all staff are required to read "Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges on an Annual basis.

9. Inclusion and Equality

The School has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. Relationships Health and Sex Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted.

10. Assessment and Impact

Assessment in PSHE and RSHE will focus on individual progress and the application of learning. A range of methods, including observation, pupil voice, evidence towards EHCP outcomes and teacher assessment, will be used to recognise and celebrate the small-step progress made by each pupil in line with their individual needs and developmental pathway.

Progress in PSHE and RSHE is measured through a range of assessment approaches, including the Engagement Model, EYFS assessment, small-step curriculum assessment, progress towards EHCP outcomes, and observational and therapeutic assessments.

The impact of the curriculum is reflected in increased engagement and communication, improved emotional regulation and wellbeing, the development of independence skills, greater confidence and self-awareness, and enhanced preparation for future educational stages and adulthood.

11. Parents and Carers

Rosebank Special School values partnership with parents and carers.

The school will:

- share curriculum information;
- provide opportunities for consultation;
- communicate sensitive curriculum content in advance where appropriate;
- support parents in continuing learning at home.

12. Monitoring and Review

The implementation and effectiveness of this policy will be monitored through a range of quality assurance activities, including lesson observations, planning scrutiny, pupil voice, staff feedback, governor involvement, parent consultation and safeguarding reviews. This policy will be reviewed annually, or sooner if required, to reflect changes in statutory guidance or the needs of the school community.

Appendix 1: PSHE Topic Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Stick Stones and Mud SA -Things we are Good at	Light and Dark (Fireworks / Starry Night) SSS Taking care of ourselves	Me myself and I HL Keeping well	Incredible India CG Baby to Adult Y5Y6 Changes at Puberty	Brilliant Britain MF Managing Strong Feelings WLI Rules and Laws	Industry WLI – Jobs people do WLI Taking care of the environment
Year B	Transport SSS Keeping safe SSS Keeping Safe online	Families SA People who are special to us SA Getting on with others	Farming WLI Belonging to a community	Toys CG Dealing with touch Y5Y6 Changes at Puberty	Sand and Sea MF – Identifying and Expressing Feelings	Olympics and Paralympics HL Being Active
Year C	It's a wonderful world SA Kind and Unkind behaviours SA Playing and working together	Celebrations SSS Trust	I am what I am HL Taking care of physical health	Myths and Legends CG Different types of relationships Y5Y6 Changes at Puberty	Towns and Cities MF Difficult Feelings	Money, Money, Money WLI Money
Year D	People who help us SA Getting Help	Homes SSS Public and Private	Food Glorious Food HL Healthy Eating	Communication WLI Online Habits Y5Y6 Changes at Puberty	Bugs and Insects MF – Mental Health	Africa WLI Respecting differences between people

SA – Self Awareness

CG- Changing and Growing

SSS – Self Care, Support and Safety

MF Managing Feelings

HL – Healthy Living

WLI The world we live i