

PSHRE Policy

Personal, Social, Health, Relationships and Economic Education

SMS Changing Lives School



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PSHRE Policy

Personal, Social, Health, Relationships and Economic Education

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Policy owner	Head Teacher
Issue / review date	23 September 2026
Next scheduled review	September 2029
Review cycle	Every 3 years, or earlier if required
Applies to	All pupils and all school sites / pathways

This policy should be read alongside the separate Relationships and Sex Education (RSE) Policy Statement.

Contents

1. Purpose and scope
2. Statutory and regulatory framework
3. Aims
4. Curriculum content
5. Delivery and teaching approach
6. Relationships and Sex Education within PSHRE
7. SEND, accessibility and individual need
8. Equality, respect and impartiality
9. Safeguarding and confidentiality
10. Resources and external visitors
11. Assessment and evidence of progress
12. Roles and responsibilities
13. Monitoring and quality assurance
14. Parents, carers and pupils
15. Policy review
16. Related policies and guidance

1. Purpose and scope

SMS Changing Lives School uses the term PSHRE for Personal, Social, Health, Relationships and Economic Education. It is the school's wider personal development curriculum and incorporates the compulsory PSHE requirements for independent schools together with statutory secondary Relationships and Sex Education (RSE).

The policy applies across all school sites and pathways. It is designed for the school's secondary-age pupils and takes account of pupils' ages, aptitudes, special educational needs and disabilities, Education, Health and Care Plans (EHCPs), communication needs and social, emotional and mental health needs.

Core principle

PSHRE is not an optional add-on. It is a planned, sequenced curriculum that helps pupils build the knowledge, skills, language and confidence needed to stay safe, form respectful relationships, manage health and wellbeing, make informed financial and life choices, and prepare for adulthood.

2. Statutory and regulatory framework

This policy has been written with regard to current requirements and guidance in force from September 2026, including:

- The Education (Independent School Standards) Regulations 2014, particularly Part 1, paragraphs 2(2)(d) and 2A.
- The Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised guidance effective from 1 September 2026.
- The Equality Act 2010 and the requirement to encourage respect for other people, paying particular regard to the protected characteristics.
- Keeping Children Safe in Education 2026 and the school's safeguarding and child protection procedures.
- The SEND Code of Practice: 0 to 25 years.

For independent schools, PSHE is compulsory under the Independent School Standards and secondary RSE is compulsory. Independent schools are not subject to the separate health education duty in the

same way as maintained schools and academies; however, health education is provided through the school's compulsory PSHE/PSHRE curriculum and the school uses the health and wellbeing sections of the DfE guidance as a helpful planning reference.

The school maintains a separate written RSE Policy Statement. Parents/carers are consulted before that statement is made or revised, and the final RSE statement is published on the school website and available free of charge on request.

3. Aims

Through PSHRE, SMS Changing Lives School aims to enable pupils to:

- develop safe, respectful and healthy relationships with others and a positive relationship with themselves;
- understand consent, boundaries, personal safety, abuse, exploitation and how to seek help;
- develop emotional literacy, resilience, self-regulation, self-worth and decision-making skills;
- understand physical and mental health, puberty, risk, healthy choices and where to obtain reliable support;
- use technology and social media safely and critically, including understanding emerging risks associated with artificial intelligence and manipulated content;
- understand equality, protected characteristics, prejudice, discrimination and the importance of respectful behaviour;
- develop age-appropriate financial and economic understanding, including money management, consumer awareness, financial risk and preparation for adult life;
- consider goals, careers, independence, community participation and the responsibilities of adult life;
- develop confidence to ask questions, express views respectfully, listen to others and evaluate information critically.

4. Curriculum content

Jigsaw is the school's core PSHRE programme. Its spiral structure is adapted and supplemented where necessary so that the curriculum meets current statutory and Independent School Standards requirements, reflects safeguarding priorities and is accessible to individual pupils.

Term / Jigsaw theme	Main emphasis
Autumn 1 - Being Me in My World	Identity, belonging, rights and responsibilities, learning culture, personal safety and community.
Autumn 2 - Celebrating Difference	Equality, protected characteristics, respect, prejudice, bullying, stereotypes and valuing difference.
Spring 1 - Dreams and Goals	Aspirations, careers, preparation for adulthood, resilience, goal-setting and economic/financial awareness.
Spring 2 - Healthy Me	Physical and mental wellbeing, self-regulation, risk, substances, healthy choices and help-seeking.
Summer 1 - Relationships	Families, friendships, respectful relationships, consent, boundaries, online relationships and safety.
Summer 2 - Changing Me	Puberty, change, intimate relationships, sexual health and age/stage-appropriate RSE content.

The detailed curriculum map and schemes of work show how knowledge and skills are sequenced and revisited across secondary education. Statutory RSE content is mapped so that pupils receive the required teaching by the end of secondary education. Leaders may revisit or bring forward safety content when pupil, cohort or local safeguarding needs make this necessary, while maintaining parental transparency over RSE content and materials.

5. Delivery and teaching approach

- Pupils receive planned PSHRE lessons at least twice each week.

- PSHRE themes are reinforced through form/pastoral time, enrichment, trips and day-to-day relationships and routines across the school.
- A lead PSHRE teacher coordinates the subject, with teaching delivered by appropriate school staff. The Head of Curriculum provides curriculum oversight.
- Teaching is participative, practical and discussion-based where appropriate, using clear ground rules and approaches that support a safe learning environment.
- Teachers use factual, age- and stage-appropriate language and distinguish facts and law from opinions, beliefs and contested views.
- Teaching is responsive to pupils' prior knowledge and individual need. Content is broken into manageable steps and revisited where necessary.

Staff do not use their role to promote personal political, religious or other contested views. Where political or controversial issues arise, teaching is balanced and pupils are supported to consider different viewpoints fairly and respectfully.

6. Relationships and Sex Education within PSHRE

RSE is taught as an integral part of the PSHRE curriculum, with direct RSE content particularly located within the Relationships and Changing Me units and relevant safety, equality and online content reinforced throughout the year. The separate RSE Policy Statement gives the full statutory information about content, delivery, parental engagement, resources, withdrawal from sex education, safeguarding, difficult questions, SEND access and monitoring.

Parents/carers do not have a right to withdraw pupils from relationships education or from content taught as part of the school's science curriculum. A parent/carer may request withdrawal from some or all sex education delivered as part of RSE. Requests are handled by the Head Teacher in accordance with statutory guidance and the separate RSE Policy Statement.

7. SEND, accessibility and individual need

SMS Changing Lives School is a specialist setting and recognises that pupils with SEND, including pupils with social, emotional and mental health needs, may be particularly vulnerable to exploitation, harmful sexual behaviour, bullying, online harm and abuse. PSHRE therefore has a significant safeguarding and preparation-for-adulthood role.

- Teaching is adapted through pace, language, repetition, visual and practical support, smaller steps and additional processing time.
- Staff take account of EHCP outcomes, communication profiles, cognition and learning needs, sensory needs, emotional regulation and trauma-informed practice.
- Where appropriate, learning is reinforced in smaller groups or individually, without removing the pupil's entitlement to the curriculum.
- Resources and examples are selected to be accessible, concrete and relevant while remaining age-respectful.
- The SENDCO and curriculum leaders support staff to make appropriate adjustments and evaluate access.

8. Equality, respect and impartiality

The PSHRE curriculum encourages respect for other people and pays particular regard to the protected characteristics set out in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Curriculum documentation and teaching make these matters explicit at an age-appropriate level rather than relying only on a general message of "respect for all".

Pupils are taught to recognise and challenge prejudice, bullying, misogyny, homophobia and other harmful stereotypes. Teaching is factual and respectful, including when topics involve different family structures, faith perspectives, sexuality, sex, gender reassignment or other sensitive or contested issues. Staff do not present contested opinion as established fact.

9. Safeguarding and confidentiality

PSHRE and RSE can prompt pupils to disclose experiences or concerns. Staff must follow the school's safeguarding and child protection policy and Keeping Children Safe in Education. Concerns are acted on immediately and passed to the Designated Safeguarding Lead or deputy in line with school procedures.

- Ground rules make clear that staff cannot promise absolute confidentiality where safeguarding concerns arise.
- Pupils are told how and where they can seek help in school and from appropriate external services.
- Staff use distancing techniques and avoid asking pupils to disclose personal experiences during class discussion.
- Where external visitors are involved, safeguarding arrangements and reporting routes are agreed in advance.

10. Resources and external visitors

The school remains responsible for the content and quality of PSHRE/RSE even when external organisations or visitors contribute. Before use, relevant materials and sessions are checked for accuracy, age/stage suitability, accessibility, safeguarding, balance and compatibility with this policy and the school's ethos.

The school will not use contractual or copyright restrictions as a reason to prevent parents/carers from seeing what will be taught. Materials can be viewed on request, with access arranged in a way that respects copyright.

11. Assessment and evidence of progress

Jigsaw assessment materials are used alongside teacher assessment to identify pupils' developing knowledge, skills and understanding. Assessment is proportionate to the subject and is used to inform future teaching, additional support and curriculum review rather than to create unnecessary written workload.

- Teachers check understanding through discussion, questioning, scenarios, practical tasks and curriculum activities.
- Where a pupil has not secured important safety knowledge or skills, staff revisit content and provide additional support.
- Subject and curriculum leaders use available assessment and pupil voice to consider coverage, accessibility and impact.

12. Roles and responsibilities

Role	Responsibilities
Proprietor	Ensures the Independent School Standards are met and that required RSE arrangements and published information are in place.
Head Teacher	Has overall responsibility for effective implementation, consistency, safeguarding alignment and decisions about requests to withdraw from sex education.
Head of Curriculum	Oversees curriculum quality, sequencing, subject development and follow-up from monitoring.
PSHRE subject lead	Coordinates schemes of work, resources, assessment, curriculum mapping and staff support; keeps content aligned with current guidance.
SENDCO	Supports accessibility, reasonable adjustments and alignment with individual SEND/EHCP needs.
Centre Managers	Conduct and record learning walks, provide feedback and follow up agreed actions as part of the school's established quality assurance arrangements.

Role	Responsibilities
Teaching staff	Plan and deliver PSHRE sensitively and accurately, assess learning, make appropriate adaptations and follow safeguarding procedures.
Pupils	Are expected to engage respectfully, follow agreed discussion ground rules and seek help when they need it.

13. Monitoring and quality assurance

The delivery and impact of PSHRE are monitored through the school's established lesson-monitoring and quality-assurance arrangements. These are not limited to a single annual check.

- Centre Managers conduct and record learning walks. They provide feedback to staff and follow up identified actions.
- The Head of Curriculum, SENDCO, subject leads and Senior Leadership Team review findings and other curriculum evidence to identify themes, target support or coaching, strengthen curriculum and SEND practice, and check the impact of follow-up actions.
- Formal lesson observations, supervision and appraisal evidence are used where relevant as part of wider teaching and professional-development arrangements.
- The PSHRE subject lead reviews curriculum coverage, sequencing, resources, assessment evidence and pupil voice, and reports significant gaps or development needs through the school's leadership arrangements.
- Safeguarding themes or emerging risks identified through pastoral/safeguarding systems are considered when reviewing curriculum emphasis and sequencing.

Monitoring outcome

Monitoring is used to improve teaching and access, not simply to confirm that lessons have taken place. Leaders check that agreed actions are followed through and that pupils are receiving a coherent entitlement across the school.

14. Parents, carers and pupils

The school values pupil and parent/carer voice in shaping a relevant and accessible curriculum. Parents/carers may ask to see PSHRE and RSE curriculum materials and are encouraged to raise questions or concerns with the school. Statutory consultation arrangements for the separate RSE Policy Statement are set out in that document.

Pupil voice, responses in lessons, safeguarding/pastoral themes and individual needs inform curriculum review. This does not remove the school's responsibility to teach required content accurately and safely.

15. Policy review

This policy is scheduled for review every three years. It will be reviewed sooner where there is a significant change in legislation or statutory guidance, a material change to the school's curriculum or provision, or evidence from safeguarding, monitoring or inspection that an earlier review is required.

A revision to the separate RSE Policy Statement will include parent/carer consultation before the revised statement is finalised.

16. Related policies and guidance

Related school policies and arrangements: Relationships and Sex Education (RSE) Policy Statement; Curriculum; Safeguarding / Child Protection; SEND and Accessibility; Equality; Behaviour and Anti-Bullying; Online Safety / Acceptable Use; Careers Education, Information, Advice and Guidance; and Learning Outside the Classroom / Educational Visits.

Key external guidance: Department for Education statutory guidance on Relationships Education, RSE and Health Education (effective 1 September 2026); Keeping Children Safe in Education 2026; Independent School Standards guidance (April 2026); SEND Code of Practice: 0 to 25 years.