



Fairfield House School

**Personal, Social, Health and Economic Education
(PSHE)**

and

Relationships and Sex Education (RSE)

Policy

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Policy Written by: Head Teacher Rachel Kika

Applies to: All Staff

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1. Introduction

At Fairfield House School, our mission is to build firm foundations for the future. We aim to nurture the pupils in our care by addressing the social, emotional and learning needs of each individual pupil. Through personalised support and meaningful learning experiences we aim to remove barriers to learning, build on pupils' existing knowledge and skills, and prepare them for the next stage of education and adult life.

This policy outlines the school's approach to delivering Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE). The policy also incorporates aspects of health education, wellbeing education and drugs education.

As a specialist setting supporting pupils with SEND, PSHE and RSE play an important role in supporting pupils to develop communication skills, emotional regulation, independence and positive relationships.

2. Intent

The PSHE and RSE curriculum at Fairfield House School is designed to support pupils in developing the knowledge, skills and understanding needed to live safe, healthy and fulfilling lives.

The curriculum supports pupils to:

- develop confidence and self-awareness
- understand relationships and boundaries
- build communication and social skills
- recognise and manage risk
- develop independence and life skills
- understand their role within the wider community

PSHE and RSE are closely linked to the school's ethos, behaviour policy, safeguarding procedures and SMSC development.

3. Aims of PSHE and RSE

The PSHE and RSE programme aims to support pupils to become:

Successful learners who enjoy learning, make progress and achieve.

Confident individuals who are able to live safe, healthy and fulfilling lives.

Responsible citizens who make positive contributions to their communities.

The programme also supports pupils to develop an understanding of **British Values**, including:

- democracy and the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs

These values are taught through PSHE, SMSC education and the wider curriculum.

4. Legislative Framework

This policy reflects the requirements of:

- Education Act 2002
- Education and Inspections Act 2006
- Children and Families Act 2014
- Equality Act 2010
- SEND Code of Practice (2015)
- Relationships Education, Relationships and Sex Education and Health Education Guidance (DfE 2019)

Independent schools must ensure that pupils receive a broad and balanced curriculum that promotes spiritual, moral, cultural, mental and physical development and prepares pupils for the opportunities and responsibilities of adult life.

5. Safe and Effective Practice

PSHE and RSE education often draw on real-life experiences. Staff will ensure that learning takes place within a safe and supportive environment where pupils feel comfortable discussing issues and asking questions.

Ground rules are established during lessons to ensure discussions remain respectful and appropriate.

Staff delivering PSHE and RSE will ensure that pupils who may be at risk receive appropriate support in line with the school's safeguarding procedures.

6. Confidentiality and Safeguarding

Pupils will be informed that while staff respect privacy, some information cannot be kept confidential where safeguarding concerns arise.

If a pupil discloses information that suggests they may be at risk of harm, staff will follow the school's safeguarding procedures and inform the Designated Safeguarding Lead (DSL).

Due to the additional vulnerabilities associated with SEND, staff remain particularly vigilant when supporting pupils in discussions relating to relationships and personal safety.

Pupils are encouraged to talk to trusted adults, including parents or carers, where appropriate.

7. Equality of Opportunity

PSHE and RSE education at Fairfield House School is inclusive and accessible to all pupils.

Teaching approaches will be adapted to meet pupils':

- age
- developmental stage
- communication abilities
- learning needs
- cultural background

Teaching also reflects the protected characteristics outlined in the Equality Act 2010, promoting respect, diversity and inclusion.

8. Definition of Relationships and Sex Education

Relationships and Sex Education (RSE) supports pupils in understanding the emotional, social and physical aspects of relationships and growing up.

RSE helps pupils to:

- understand healthy relationships
- recognise appropriate and inappropriate behaviour
- develop respect for themselves and others
- understand personal boundaries
- develop the skills needed to form positive relationships

Teaching is delivered in an age-appropriate and developmentally appropriate way.

9. Curriculum Design and Delivery

The PSHE and RSE curriculum is designed to encourage active engagement in learning rather than passive receipt of information.

Pupils are supported to:

- explore ideas and beliefs
- develop communication skills
- practise decision-making
- build confidence in expressing their views

Learning may take place through:

- structured PSHE sessions
- one-to-one pastoral support
- community-based learning experiences
- group discussions and activities

10. PSHE and RSE within the Equals Curriculum and Individual Learning Needs

At Fairfield House School, PSHE and RSE are delivered through the wider curriculum framework and adapted to reflect the individual needs of pupils. The school uses elements of the Equals Curriculum, which provides structured learning pathways designed for pupils with special educational needs and complex learning difficulties.

While the Equals Curriculum provides a framework for learning, teaching is always personalised to reflect the individual needs, communication abilities and developmental stage of each pupil. Learning priorities are informed by pupils' Education, Health and Care Plans (EHCPs), individual targets and ongoing assessment of progress.

PSHE and RSE learning focuses on supporting pupils to develop the skills needed for independence, wellbeing and positive relationships. These areas may include:

- understanding emotions and managing feelings
- developing communication and social interaction skills
- recognising safe and unsafe situations
- understanding personal boundaries
- developing self-care and independence skills
- building confidence in community environments

Learning may take place through a range of approaches including structured sessions, one-to-one pastoral support, community-based experiences and practical activities.

Staff carefully adapt learning opportunities to ensure that content is meaningful, accessible and appropriate for each pupil. This may include the use of visual supports, structured routines, modelling, repetition and real-life experiences.

Through this personalised approach, PSHE and RSE support pupils in developing confidence, communication and independence while preparing them for life beyond school.

11. SEND Adaptation

PSHE and RSE teaching at Fairfield House School is adapted to meet the needs of pupils with SEND. Staff recognise that pupils may require additional support to understand concepts relating to relationships, emotions and personal safety.

Teaching is therefore delivered using:

- clear and consistent routines
- visual communication systems

- structured and predictable learning environments
- repetition and reinforcement of key concepts
- personalised learning approaches based on pupils' EHCP outcomes

These adaptations help ensure that all pupils can access PSHE and RSE learning in ways that are appropriate to their communication abilities, emotional development and learning needs.

12. Teaching Consent, Boundaries and Personal Safety

At Fairfield House School, teaching pupils about consent, personal boundaries and safety forms an important part of the PSHE and RSE curriculum. Many pupils attending the school may be more vulnerable due to their special educational needs, communication difficulties or social understanding. It is therefore essential that pupils are supported to develop a clear understanding of personal safety and appropriate relationships.

Teaching is adapted to reflect pupils' individual needs, communication abilities and level of understanding. Learning focuses on helping pupils to:

- understand the concept of personal space and boundaries
- recognise appropriate and inappropriate touch
- understand that they have the right to say "no"
- recognise trusted adults they can speak to if they feel unsafe
- develop confidence in communicating their needs and feelings
- understand how to keep themselves safe in different environments, including online and within the community

Staff use visual supports, social stories, modelling and real-life examples to help pupils understand these concepts in ways that are meaningful and accessible.

Learning about consent and boundaries is reinforced through everyday interactions and pastoral support, helping pupils to develop the confidence and communication skills needed to keep themselves safe.

Where safeguarding concerns arise, staff follow the school's safeguarding procedures and report concerns to the Designated Safeguarding Lead.

13. Roles and Responsibilities

Head Teacher

The Headteacher is responsible for overseeing the implementation of the PSHE and RSE curriculum and ensuring that teaching reflects the school's ethos and safeguarding procedures.

Staff

Teaching staff are responsible for delivering PSHE and RSE sessions effectively and ensuring that learning environments remain safe and supportive.

14. Parents' Right to Withdraw

Parents have the right to withdraw their child from the sex education elements of RSE, except for those parts included within the science curriculum.

Parents cannot withdraw pupils from relationships education or health education.

Requests for withdrawal should be discussed with the Headteacher to ensure parents fully understand the nature and purpose of the curriculum.

In accordance with statutory guidance, pupils at Fairfield House School have the right to opt into sex education from three academic terms before their 16th birthday, regardless of parental consent.

15. Intended Outcomes for Pupils

Through PSHE and RSE education pupils will:

- develop the knowledge and skills needed to manage their lives
- build healthy and respectful relationships
- recognise and manage risk
- develop emotional awareness and resilience
- understand the importance of wellbeing
- develop confidence and independence

16. PSHE and RSE Across the School Day

At Fairfield House School, learning relating to personal, social and emotional development takes place throughout the school day. PSHE and RSE are not only taught through structured lessons but are also embedded within daily routines, interactions and real-life learning experiences.

Staff support pupils to develop the knowledge, skills and understanding needed to manage relationships, communicate effectively and develop independence.

Pastoral Support

Pupils may access one-to-one pastoral sessions where they are supported to explore topics such as emotional wellbeing, relationships, personal safety and self-confidence. These sessions provide opportunities for pupils to discuss concerns, reflect on their experiences and develop strategies to manage challenges.

Community-Based Learning

Many pupils at Fairfield House School benefit from learning opportunities within the community. Real-life environments provide valuable opportunities to develop communication, independence and social understanding.

Through supported visits to community locations, pupils learn about:

- interacting appropriately with others
- recognising safe and unsafe situations
- developing independence skills
- understanding community expectations and responsibilities

These experiences help pupils develop confidence and apply their learning in meaningful contexts.

Life Skills and Independence

PSHE learning also takes place through practical activities which help pupils develop independence and everyday living skills.

This may include:

- preparing food
- managing personal hygiene and self-care
- developing organisational skills
- practising communication and decision-making

These activities support pupils in developing confidence and preparing for adult life.

Outdoor and Environmental Learning

Outdoor learning opportunities also contribute to pupils' personal development. Activities such as caring for animals, gardening and environmental projects help pupils develop responsibility, empathy and teamwork.

These experiences support pupils' wellbeing while providing opportunities to practise social and communication skills.

17. Supporting Emotional Regulation and Behaviour through PSHE and RSE

At Fairfield House School, PSHE and RSE play an important role in supporting pupils' emotional development, wellbeing and behaviour. Many pupils attending the school have additional needs including autism, communication difficulties and challenges with emotional regulation. PSHE and RSE therefore support pupils in developing the skills needed to understand and manage their emotions, communicate their needs and build positive relationships.

Learning opportunities focus on helping pupils to:

- recognise and understand their emotions
- develop strategies to manage feelings such as anxiety, frustration or anger
- build positive relationships with peers and adults
- understand the impact of their behaviour on others
- develop empathy, respect and understanding
- learn appropriate ways to communicate their needs

These areas of learning are closely linked to the school's Positive Behaviour Support (PBS) approach, which focuses on understanding the reasons behind behaviour and supporting pupils to develop appropriate coping strategies.

Staff support pupils through calm and consistent approaches, modelling positive communication and helping pupils develop the confidence to express their feelings safely. Learning about emotional wellbeing, relationships and personal safety is reinforced through everyday interactions, pastoral support and real-life experiences within the school and community.

Through this approach, PSHE and RSE contribute to pupils' personal development, emotional wellbeing and ability to participate positively in learning and social environments.

18. Monitoring and Review

The PSHE and RSE curriculum will be reviewed annually as part of the whole-school curriculum review.

Feedback from pupils, staff and parents will inform ongoing development of the programme.

19. External Visitors and Support Services

External professionals may contribute to aspects of the PSHE and RSE curriculum where appropriate.

All visitors must adhere to the school's safeguarding procedures and ensure that teaching aligns with the school's values and policies.

20. Annex A – PSHE and RSE Curriculum Overview

At Fairfield House School, PSHE and RSE learning is delivered through the Equals Curriculum framework, alongside personalised learning experiences tailored to the individual needs of pupils. Learning priorities are informed by pupils' Education, Health and Care Plans (EHCPs), individual targets and pastoral support.

Teaching focuses on developing communication, independence, emotional regulation and social understanding.

Depending on the ability level of the individual needs and ability of each pupil at Fairfield House School, pupils may follow overview one or overview two of the RSE curriculum.

Overview One

Area of Learning	PSHE Focus	RSE Focus	Preparation for Adulthood
Self-Awareness and Emotional Development	Understanding feelings, managing emotions, developing confidence and self-esteem	Understanding personal boundaries and feelings	Developing emotional resilience and self-regulation
Communication and Relationships	Developing communication skills, listening to others, building friendships	Understanding healthy relationships and respect	Developing positive relationships in the community
Personal Safety	Recognising risk, understanding safe and unsafe situations	Understanding consent, personal boundaries and appropriate touch	Learning how to seek help and identify trusted adults
Health and Wellbeing	Physical health, mental wellbeing, healthy lifestyles	Understanding body changes and personal care	Developing independence in self-care
Community and Citizenship	Understanding rules, rights and responsibilities	Respect for others and diversity	Participating safely within the community
Independence and Life Skills	Decision-making, problem solving, responsibility	Understanding relationships and personal choices	Preparing for adulthood and independent living

Overview Two

Area of Learning	PSHE Focus	RSE Focus	Preparation for Adulthood
Identity, Relationships and Diversity	Developing self-awareness, confidence, identity and understanding diversity	Understanding respectful relationships, family structures and equality	Developing confidence and positive relationships within society
Emotional Wellbeing and Mental Health	Recognising emotions, emotional regulation, resilience and coping strategies	Understanding emotional needs within relationships and recognising unhealthy behaviours	Developing emotional resilience and self-management skills
Healthy Relationships and Communication	Developing communication, teamwork, problem-solving and social interaction	Understanding healthy relationships, consent, respect and boundaries	Building positive relationships in education, work and the community
Personal Safety and Safeguarding	Understanding risk, online safety, peer pressure and decision-making	Understanding consent, personal boundaries, exploitation and safe relationships	Developing independence and keeping safe in the wider community
Physical Health and Personal Care	Healthy lifestyles, hygiene, wellbeing and healthy choices	Understanding puberty, body changes, sexual health and personal care	Developing independence in managing health and wellbeing
Life Skills and Independence	Decision-making, organisation, responsibility and future aspirations	Understanding relationships, personal choices and responsibilities	Preparing for adulthood, employment and independent living
Community and Citizenship	Understanding rights, responsibilities, British Values and diversity	Respecting others, equality and inclusion within relationships	Participating positively and safely within the community

Teaching Approaches

Learning within PSHE and RSE may take place through:

- structured PSHE sessions
- one-to-one pastoral support
- practical life skills activities
- community-based learning experiences
- group discussion and reflection

Teaching is adapted to ensure accessibility for pupils with SEND through:

- visual supports and communication systems
- simplified language and clear routines
- repetition and reinforcement of key concepts
- modelling and real-life examples
- personalised learning approaches

Assessment of Learning

Progress in PSHE and RSE may be assessed through:

- observations and staff evaluation
- pupil engagement and participation
- review of EHCP outcomes
- photographic and video evidence of learning
- recognised accreditation such as ASDAN or AQA units where appropriate

Assessment focuses on recognising small but meaningful steps in pupils' development, including improvements in communication, confidence, independence and social understanding.

Appendices

Appendix One: Parent/Carer RSE Consultation Letter

Appendix 1: Parent/Carer RSE Consultation Letter

Dear Parent/Carer

As you may already be aware, from September 2020, the Department for Education made Relationships Education compulsory in primary schools and Relationships and Sex Education (RSE) compulsory in secondary schools.

As part of our school's wider Personal, Social and Health Education (PSHE) programme, your child will receive lessons on relationships, and as a school we have also chosen to offer age and needs sensitive sex education. We believe it helps children understand how their bodies grow and change, the importance of privacy and personal boundaries, and how to communicate safely and respectfully. It includes age-appropriate learning about consent, safe touch, and gender, supporting pupils to stay safe and develop healthy relationships.

Schools are required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Please find our policy attached/enclosed. It has a section which outlines what will be taught in relationships and sex education.

The purpose of the curriculum is to provide knowledge and understanding of safe and healthy relationships based on respect. This is to encourage the development of safe and healthy relationships throughout life. The subject is designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

When it comes to sex education - you do have a right to withdraw your child from part or all of the sex education delivered as part of RSE (but not what's delivered as part of the science curriculum). If you choose to withdraw your child, please make that clear on the "Parent/Carer RSE Consultation Form" which is attached/enclosed. We will invite you to discuss your request to make sure we understand your wishes and that you are clear about the nature of this curriculum. After the discussion your request will be granted.

There is no right to withdraw from Relationships Education and we believe the content of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught. We hope that you share our enthusiasm for the successful implementation of the RSE curriculum which we feel will benefit all of our pupils.

Please complete the consultation form to give us your feedback about the relationship and sex education curriculum.

You are welcome to contact me to discuss the programme further.

Yours sincerely,

Appendix 2: Parent/Carer RSE Consultation Form

Please read the PSHE & RSE policy and the Parent/Carer Consultation letter before completing this form

1. This is what I think about what the policy states under the headings:

Heading	Agree (please tick)	Disagree (please tick)	If you disagree, please give us your feedback
Organisation of the Curriculum			
Consultation with Parents			
Relationship and Sex Education Curriculum Overview			
Working with external experts			
Confidentiality			

2. Parent/Carer Right to Withdraw from Sex Education

After looking at the overview of what will be covered as part of sex education, I would like to withdraw my child:

from **part / all** (please circle as appropriate) sex education provided as part of RSE.

If you have chosen to withdraw your child from **part** of the sex education, please state which parts:

Name:

Signature:

Relationship to child:

Date:
