

Options Autism



PSHE & RSE Policy

**Policy Folder:
Curriculum**

1. Policy statement

This policy sets out how Overton School delivers Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE) and Health Education. It is designed to support pupils to develop the knowledge, skills, communication, confidence and understanding needed to keep themselves safe, develop healthy relationships, make informed decisions and prepare for adulthood.

The curriculum is inclusive, personalised and responsive to the needs of learners with special educational needs and/or disabilities (SEND). Teaching is planned in a way that is age-appropriate, developmentally appropriate, accessible and consistent with each pupil's individual needs, EHCP outcomes, communication profile and preparation-for-adulthood priorities.

2. Current statutory and guidance framework

The policy has regard to the following legislation and guidance, as applicable to the school's legal status and provision:

- Children and Social Work Act 2017, including the statutory basis for Relationships Education and RSE.
- Education Act 1996, including section 403 and the requirement to have regard to relevant guidance on sex education.
- Equality Act 2010, including the duty to avoid discrimination and to make reasonable adjustments for disabled pupils.
- Children and Families Act 2014, including the statutory framework for Education, Health and Care Plans (EHCPs).
- Special educational needs and disability code of practice: 0 to 25 years (SEND Code of Practice), including person-centred planning, participation of children and young people, and partnership with parents and carers.
- Department for Education statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised guidance effective from 1 September 2026.
- Keeping Children Safe in Education and current safeguarding guidance, including the requirement to respond appropriately to concerns about abuse, exploitation, harmful sexual behaviour, online safety and children's welfare.
- Relevant accessibility, safeguarding, medical needs, behaviour, attendance, online safety and equality policies adopted by Overton School and its proprietor/trust.

The revised DfE RSHE guidance applies to independent schools as well as other specified education settings. The school will ensure that its curriculum and policy remain consistent with the current version of the statutory guidance and will document any reasoned departure from guidance where required.

3. Curriculum aims

- To develop pupils' ability to recognise emotions, communicate needs and seek help.
- To support safe, respectful and healthy relationships, including friendships and relationships with trusted adults.
- To teach personal safety, consent, boundaries, privacy, public and private behaviour, online safety and protection from abuse and exploitation.
- To develop understanding of physical and mental health, hygiene, puberty, medicines, drugs, alcohol, tobacco, first aid and healthy lifestyles.

- To support independence, self-advocacy, decision-making, resilience, self-efficacy and preparation for adulthood.
- To promote equality, respect and inclusion while recognising the diverse needs, backgrounds, beliefs and experiences of pupils and families.

4. PSHE and RSE core themes

PSHE is taught through the core themes of Health and Wellbeing, Relationships, and Living in the Wider World. RSE is taught alongside PSHE and through appropriate cross-curricular links.

- Families and relationships
- Respectful relationships and friendships
- Online safety, media and digital communication
- Being safe, personal boundaries and seeking help
- Consent, privacy and public/private behaviour
- Intimate and sexual relationships, where appropriate to the pupil's age, development and identified need
- Mental wellbeing and emotional regulation
- Physical health, fitness, hygiene and healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Puberty and changes to the adolescent body

For pupils following the Equals Curriculum a personalised pathway, learning will be taught in a holistic context of emotional, social and personal development. The curriculum will be revisited and reinforced over time, with progression based on individual readiness rather than age alone. Pupils will not be taught content that is inappropriate for their developmental stage or individual circumstances.

5. SEND and inclusive curriculum provision

All pupils at Overton School have additional learning needs and have an EHCP. The school recognises that SEND learners may require adaptations to content, communication, teaching approaches, resources, assessment and the learning environment in order to access PSHE, RSE and Health Education.

- Planning will be informed by the pupil's EHCP outcomes, individual learning intentions, communication passport, sensory profile, risk assessments and relevant professional advice.
- Teachers will use accessible language, visuals, symbols, objects of reference, modelling, role play, repetition, explicit teaching and structured practice where appropriate.
- Lessons will be broken into manageable steps and will include opportunities for overlearning, rehearsal, generalisation and transfer to real-life contexts.
- Pupils will be supported to express agreement, disagreement, refusal, discomfort and requests for help using their preferred communication method, including AAC where applicable.
- Staff will not assume that limited speech, literacy, eye contact or conventional social responses indicate a lack of understanding or consent.
- Sensory, physical, cognitive, emotional, cultural and communication needs will be considered before and during teaching.

- Alternative ways of participating will be provided where group discussion, role play, written work or particular resources create a barrier to access.
- The school will make reasonable adjustments and will review whether adaptations are effective, rather than assuming that one approach will meet every pupil's needs.
- Teaching will avoid infantilising pupils and will promote dignity, autonomy, self-advocacy and the highest level of independence reasonably achievable.

6. EHCPs, preparation for adulthood and personalisation

PSHE and RSE planning should contribute, where relevant, to the four preparation-for-adulthood areas: employment and higher education, independent living, friends, relationships and community participation, and good health. Targets and learning intentions should be meaningful, measurable and connected to the pupil's EHCP outcomes.

- Pupils should be involved in decisions about their learning in a way that is accessible to them.
- Parents and carers should be involved in identifying priorities, sharing relevant information and supporting generalisation at home and in the community.
- The SENCO and relevant staff should ensure that provision is reviewed when a pupil's needs, communication, safeguarding circumstances or developmental stage changes.
- Where appropriate, advice from speech and language therapy, occupational therapy, psychology, nursing, social care or other professionals should inform teaching and risk management.

7. Safeguarding and personal safety

PSHE and RSE are part of the school's safeguarding curriculum. Teaching will support pupils to recognise unsafe situations, identify trusted adults, understand boundaries, seek help and respond to risks in person and online.

- Staff must follow the school's safeguarding and child protection procedures if a pupil discloses a concern or if a staff member observes a safeguarding issue.
- Staff must not promise confidentiality and must report concerns promptly to the Designated Safeguarding Lead.
- Teaching about consent and relationships must reflect the pupil's communication needs and must never imply that a pupil is responsible for abuse committed against them.
- The curriculum will address exploitation, grooming, coercion, harmful sexual behaviour, online risks and the safe use of digital technology in an age- and developmentally appropriate manner.
- Any practical activities must be risk assessed, supervised appropriately and delivered with regard to dignity, privacy and professional boundaries.

8. Equality, diversity and reasonable adjustments

Overton School will comply with the Equality Act 2010 and will promote equality of opportunity, respect and inclusion. Disability must not be a barrier to meaningful access to PSHE, RSE or Health Education.

- Reasonable adjustments will be made to teaching, resources, communication, assessment, physical access and participation.
- The curriculum will not discriminate against pupils on the basis of disability or any other protected characteristic.

- Content will be inclusive and sensitive to the backgrounds, beliefs and experiences of pupils and families while ensuring that pupils receive accurate information about safety, rights, equality and the law.
- The Accessibility Plan and relevant equality procedures will be reviewed to ensure that barriers to participation are identified and reduced.

9. Roles and responsibilities

Governing board / proprietor

- Approve the policy annually and monitor its implementation.
- Ensure that statutory duties and equality responsibilities are considered.
- Hold school leaders to account for the quality, accessibility and safeguarding of provision.

Headteacher

- Ensure the policy is implemented consistently.
- Ensure staff have appropriate guidance, training and support.
- Oversee consultation, withdrawal requests where applicable, safeguarding and policy review.

SENCO

- Support staff to plan accessible provision for pupils with SEND.
- Ensure EHCP outcomes, communication needs and reasonable adjustments inform curriculum planning.
- Coordinate with parents, carers and relevant professionals where additional advice is required.
- Monitor whether adaptations are effective and contribute to review and quality assurance.

DSL and staff

- Deliver learning sensitively, safely and professionally.
- Respond to individual needs and safeguarding concerns.
- Use appropriate communication methods and maintain professional boundaries.
- Record and report concerns in line with safeguarding procedures.

10. Parents and carers

Parents and carers are recognised as important partners in supporting pupils' learning, safety and development. The school will share information about themes and topics, provide opportunities for discussion where appropriate, and consider relevant family information when planning support. Parents' rights to request withdrawal from relevant non-statutory sex education components will be managed in accordance with the current statutory guidance. There is no right to withdraw from Relationships Education, Health Education or science content that forms part of the statutory curriculum. Decisions will take account of the pupil's age, maturity, individual needs and right to receive appropriate safeguarding education.

Requests for withdrawal from non-statutory sex education should be put in writing using the form found in Appendix of this policy and addressed to the Headteacher.

[Overton School withdrawal request.docx](#)

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A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action. Alternative learning will be offered to pupils who are withdrawn from sex education during their allocated teaching time.

11. Planning, assessment and review

- Teachers will plan from long- and medium-term curriculum plans, individual learning intentions and EHCP outcomes.
- Progress will be assessed through observation, discussion, practical application, work samples, pupil voice and evidence of generalisation.
- Planning will be monitored to ensure appropriate differentiation, accessibility, progression and coverage.
- The school will review the policy annually, or sooner if legislation, statutory guidance, safeguarding procedures or the needs of the pupil population change.

12. Key contacts

- Headteacher: Nicola Chokkuea – Nicola.chokkuea@overtonschool.org.uk
- Quality of Education Lead: Samantha Clarke – Samantha.clarke@overtonschool.org.uk
- SENCO: Kate Underhill – Kate.underhill@overtonschool.org.uk
- Designated Safeguarding Lead: Richeard Lort – Richeard.Lort@overtonschool.org.uk
- PSHE and RSE Lead: Richeard Lort – Richeard.Lort@overtonschool.org.uk

13. References and source documents

- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education – revised statutory guidance effective 1 September 2026.
- Department for Education and Department of Health and Social Care: SEND Code of Practice: 0 to 25 years.
- Equality Act 2010 and current Equality and Human Rights Commission guidance.
- Children and Families Act 2014.
- Children and Social Work Act 2017.
- Education Act 1996.
- Current Keeping Children Safe in Education guidance and Overton School safeguarding procedures.



**Outcomes
First
Group.**

Acorn Education
Momenta Connect
Options Autism