

The Willows School Academy Trust



PSHE & RSHE Policy

Reviewed: September 2025

Next Review: September 2026

1. School Context

The Willows is a primary special school for pupils with Social, Emotional and Mental Health (SEMH) needs. Many pupils have experienced adversity, trauma, disrupted attachment or exclusion from previous settings.

PSHE and RSHE form a core element of our curriculum because:

- Social and emotional development is foundational to academic learning
- Behaviour, regulation and relationships are key barriers for many of our pupils
- RSHE enables children to develop safety skills, resilience, belonging and hope

We follow the Jigsaw PSHE scheme which is adapted to meet cognitive, emotional, sensory and regulatory needs.

2. Statutory and Policy Framework

This policy is written with reference to:

- Relationships, Sex and Health Education Statutory Guidance (DfE, 2025) full implementation from 1 September 2026
- Equality Act 2010
- Keeping Children Safe in Education
- SEND Code of Practice 2015
- Working Together to Safeguard Children
- Ofsted Personal Development framework

This policy links to school procedures for safeguarding, SEND, behaviour regulation, online safety, anti-bullying and pastoral support.

3. Definitions

- PSHE Education - A planned programme helping pupils thrive individually and in society.
- Relationships Education (statutory in primary) - Focus on friendships, families, respect, online behaviour, consent and safety.
- Health Education (statutory) - Physical health, wellbeing, puberty, mental health, safety and digital safety.
- Sex Education (non-statutory beyond science) - At The Willows, offered in Upper KS2 and highly adapted, covering conception and birth in a safe and developmentally appropriate way.

4. Curriculum Purpose

PSHE and RSHE at The Willows aims to support pupils to:

- Build emotional regulation and positive behaviour
- Form healthy, safe relationships on and offline

- Understand consent, boundaries and personal safety
- Develop resilience, hope, voice and self-advocacy
- Recognise their rights and responsibilities
- Stay safe in real-world and digital environments
- Manage change, loss and bereavement
- Participate positively in their community and modern Britain

5. The Willows as a Trauma-Informed School

We recognise trauma affects development, behaviour and learning.

Therefore, PSHE and RSHE at The Willows:

- Prioritises safety, belonging and relational connection
- Uses regulation strategies (inc. Jigsaw Calm Me)
- Paces and adapts content based on emotional readiness
- Enables pupils to name feelings, ask for help, repair relationships and build trust
- Avoids re-triggering experiences and adjusts for safeguarding needs

Staff receive trauma-aware training and PSHE and RSHE is delivered in emotionally safe ways.

6. The Willows as a Rights Respecting School

The Willows follows UNICEF principles and teaches the UN Convention on the Rights of the Child.

We:

- Teach children that they are rights-holders
- Promote agency, voice and participation (school council, circle time, pupil conferencing)
- Use rights language in behaviour and restorative practice
- Teach respect for others' rights and protected characteristics
- Link rights directly to RSHE themes (identity, safety, safety online, wellbeing, education)

This strengthens safeguarding and inclusive citizenship.

7. Curriculum Delivery: Jigsaw PSHE Structure

We follow Jigsaw's six themes:

1. Being Me in My World (Autumn 1)
2. Celebrating Difference (Autumn 2)
3. Dreams and Goals (Spring 1)
4. Healthy Me (Spring 2)
5. Relationships (Summer 1)

6. Changing Me (Summer 2)

Each includes:

- Emotional regulation/mindfulness (Calm Me)
- Reflection and skills rehearsal
- A sequenced developmental structure
- Assessment that we adapt for our children

The PSHE and RSHE leader ensures Jigsaw is mapped to statutory 2026 outcomes and supplements content where the guidance requires additional coverage (e.g., digital citizenship, body autonomy, bereavement, public safety).

8. Curriculum Content: What Children Learn

8.1 Relationships Education

Pupils learn about:

- Families, friendships and respect
- Online relationships and responsible digital behaviour
- Consent, personal boundaries and privacy
- Bullying, prejudice-based bullying and cyberbullying
- How to seek help
- Correct anatomical vocabulary (adapted for our children's developmental stage where necessary) to support safeguarding, body autonomy and disclosure

8.2 Health Education

Includes:

- Physical health, sleep, diet and hygiene
- Mental wellbeing and emotional regulation
- Puberty and body changes (adapted for our children's developmental stage where necessary)
- Online safety, screen time, digital wellbeing
- Personal safety and hazard awareness
- Change, loss, grief and bereavement management
- Basic first aid appropriate to context

8.3 Sex Education (Upper KS2 only, optional)

Where appropriate and developmentally safe, pupils learn:

- Biological conception and birth

- Healthy relationships, safety and consent
- Reinforcing safeguarding principles: “I can say no”, “I can ask for help”.

Parents are made aware in advance and can request withdrawal from non-statutory elements of RSHE.

9. Digital Safety and Citizenship (2026)

In line with the strengthened statutory guidance, we explicitly teach:

- Personal data, privacy, passwords and consent online
- Online risk, grooming, scams, fraud and unsafe behaviours
- Body boundaries and image sharing
- Digital wellbeing, media influence and misinformation, disinformation and malinformation.
- Critical thinking: “Is this real? Who made it? Why?”
- Assertiveness online — how to block, report and get help
- Screen pressure and mental health impacts

This learning is reinforced across computing lessons, assemblies, pastoral intervention and daily dialogue.

10. Citizenship and British Values

PSHE and RSHE actively supports:

- Democracy, voice and participation
- Equality, anti-prejudice and inclusion
- Responsibility to others
- Community belonging
- Understanding of rules, law and fairness

Rights, restorative practice and behaviour regulation provide real-world citizenship learning.

11. Inclusion, SEMH and SEND Adaptation

Teaching is tailored through:

- Smaller groups or 1:1 work
- Social stories, scripting and visual supports
- Explicit modelling, role play and repetition
- Sensory regulation and predictable routines
- Pupil need and safeguarding history

PSHE and RSHE supports outcomes in EHCPs, especially communication, emotional regulation and social interaction.

12. Teaching Approaches

PSHE and RSHE lessons uses:

- Jigsaw structure
- Trauma-sensitive pedagogy
- Skills rehearsal (assertiveness, boundary setting, problem solving)
- Circle time and restorative conversations
- Real-life application around school
- Mindfulness and regulation strategies

13. Safeguarding and Confidentiality

- PSHE and RSHE are a safeguarding tool
- Disclosure routes and DSL practice apply
- Pupils are reminded adults cannot promise confidentiality
- Lessons uphold privacy rules and emotional boundaries

14. Partnership with Parents and Carers

We:

- Share curriculum information every half term on our school website (curriculum maps)
- Provide access to lesson materials on request
- Consult parents on policy changes
- Notify parents ahead of sex-education content
- Offer workshops (coffee mornings) where feasible (e.g. online safety, puberty, emotional regulation)

15. Right to Withdraw

Parents may **not** withdraw from statutory Relationships or Health Education or Science curriculum content.

Parents **may request withdrawal** from non-statutory sex education. The PSHE and RSHE lead and/or Headteacher meets with families to discuss needs and alternatives; safeguarding context is considered.

16. Assessment, Monitoring and Evaluation

- Pupils' progress is assessed using continuous teacher AFL (Assessment For Learning)
- The PSHE and RSHE Lead oversees planning, delivery, staff support and evaluation
- Monitoring includes pupil voice, learning walks, EHCP evidence and governor reporting

17. Staff Training and Support

Staff receive training in:

- Trauma-informed practice
- Safeguarding within PSHE and RSHE
- Digital citizenship / online safety
- SEND adaptation
- Puberty and sensitive content delivery

New staff are inducted with behaviour and trauma frameworks.

18. Equality and Inclusion Statement

We follow the Equality Act 2010. PSHE and RSHE:

- Celebrates diversity
- Uses inclusive language
- Challenges prejudice and discrimination
- Recognises family diversity and individual needs

19. Policy Review

This policy is reviewed annually or sooner if statutory guidance or context changes.

	Signed Headteacher	Signed Chair of Governors
Date of review: September 2025	Mr. Malcolm Shaw	Mrs. Bal Grant
Date of next review: September 2026		