



Outcomes
First Group

Trimdon Hill
SCHOOL



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

*Including Relationships
Education, Relationships and Sex
Education (RSE), Health Education
and Preparation for Adulthood*

Created:	May 2025
Reviewed:	May 2026
To be reviewed:	May 2027



Contents

INTRODUCTION AND CONTEXT.....	3
PSHE	3
CURRICULUM STRUCTURE	5
FESTIVALS AND CELEBRATIONS	6
STATUTORY REQUIREMENTS.....	6
CURRICULUM DELIVERY	8
PRIMARY CURRICULUM CONTENT	10
RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION GUIDANCE	10
SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES.....	12
EQUALITY	12
ASSESSMENT	13
ROLES AND RESPONSIBILITIES.....	13
CLINICAL INPUT (TO SUPPORT HEALTH AND THERAPY)	14
PARENTS/CARER RIGHT TO WITHDRAW.....	14
IMPACT	16
POLICY DEVELOPMENT	16
APPENDIX 1: HOW THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND RELATES TO THE PSHE ASSOCIATION PROGRAMME OF STUDY	17



INTRODUCTION AND CONTEXT

Trimdon Hill School is a specialist setting for pupils aged 4–11 with autism and a range of communication and interaction needs. At Trimdon Hill School, our curriculum is designed to develop communication, interaction, emotional wellbeing, curiosity, independence and engagement with the wider world. We recognise that all pupils have unique developmental profiles, strengths and barriers to learning. Our curriculum is highly personalised and adapted to meet pupils at their developmental stage rather than chronological age.

Our PSHE curriculum is central to the development of the whole child and underpins all aspects of school life.

It supports pupils to:

- ✦ Develop positive relationships
- ✦ Understand and regulate emotions
- ✦ Build independence and self-awareness
- ✦ Keep themselves safe
- ✦ Access the wider community
- ✦ Prepare for adulthood
- ✦ Communicate wants, needs and preferences

Our curriculum is delivered through three pathways:

- ✦ EYFS Pathway – play-based, communication-rich and experiential learning
- ✦ Informal Pathway (EQUALS) – sensory, exploratory and highly personalised learning
- ✦ Semi-Formal Pathway (EQUALS) – structured, scaffolded and progressive learning

Learning is sequenced progressively and revisited over time to support secure understanding and meaningful engagement.

Our curriculum is underpinned by our SHINE values:

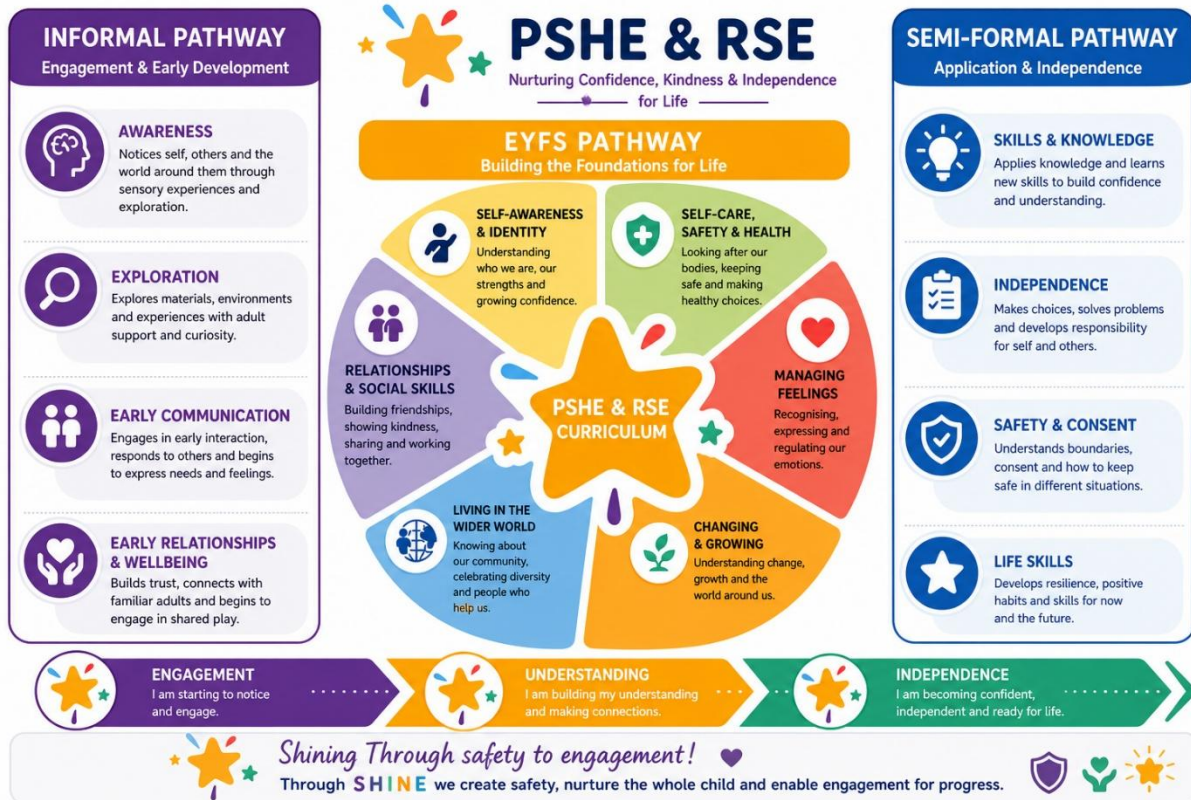
- ✦ **Safe** – creating secure environments where pupils feel emotionally and physically safe
- ✦ **Holistic** – supporting the whole child and recognising the interconnected nature of development
- ✦ **Inclusive** – ensuring all pupils can access meaningful learning opportunities
- ✦ **Nurturing** – prioritising wellbeing, relationships and emotional development
- ✦ **Engaging** – providing motivating and meaningful real-life learning experiences

Through SHINE we create safety, nurture the whole child and enable engagement for progress.

PSHE

At Trimdon Hill School, the PSHE curriculum is structured using the PSHE Association Planning Framework for Pupils with SEND. This framework underpins curriculum

progression, assessment, sequencing and pathway adaptation across EYFS, Informal and Semi-Formal provision. The framework enables learning to be delivered developmentally rather than chronologically and supports small-step progression for pupils with complex SEND.



Personal, Social, Health and Economic (PSHE) education is delivered explicitly through our Personal shared area of learning but also embedded throughout the curriculum and wider school day.

PSHE learning supports pupils to develop:

- ✦ Communication and interaction skills
- ✦ Emotional understanding and regulation
- ✦ Self-awareness and identity
- ✦ Relationships and friendships
- ✦ Personal safety and wellbeing
- ✦ Independence and life skills
- ✦ Understanding of the wider world
- ✦ Preparation for adulthood skills

Our PSHE curriculum integrates:

- ✦ Relationships and Sex Education (RSE)
- ✦ Health Education
- ✦ Careers and Preparation for Adulthood learning



- ✦ SMSC development
- ✦ Contextual safeguarding education

Learning is delivered through:

- ✦ Structured teaching
- ✦ Play-based experiences
- ✦ Sensory exploration
- ✦ Role play and modelling
- ✦ Educational visits
- ✦ Community experiences
- ✦ Communication-rich interactions
- ✦ Forest school and outdoor learning
- ✦ Festivals and celebrations shared learning
- ✦ Real-life routines and experiences

A total communication approach is embedded throughout PSHE teaching using:

- ✦ Spoken language
- ✦ Visuals and symbols
- ✦ Signing
- ✦ AAC systems
- ✦ Objects of reference
- ✦ Sensory supports
- ✦ Intensive interaction

CURRICULUM STRUCTURE

The PSHE curriculum is organised through progressive themes that are revisited and developed over time across all pathways.

Strand	EYFS	Informal	Semi-Formal
Self	Names body parts, talks about self	Sensory awareness of body	Identifies strengths, positive self-image
Relationships	Turn-taking, trusted adults	Shared play with support	Friendships, boundaries, teamwork
Feelings	Names and links feelings	Responds to emotions	Explains emotions, regulates
Self-Care	Independent hygiene	Participates in routines	Healthy choices, safety awareness
Community	Talks about family/jobs	Recognises familiar roles	Explains roles in society
Responsibility	Shows kindness, care	Joins care routines	Independent responsibility
Transitions	Understands change	Responds with support	Manages change independently



Learning is adapted across EYFS, Informal and Semi-Formal pathways to ensure accessibility and meaningful engagement for all pupils.

FESTIVALS AND CELEBRATIONS

As part of the wider PSHE and SMSC curriculum, pupils access shared learning through Festivals and Celebrations.

This curriculum area supports pupils to:

- ✦ Experience different cultures, beliefs and traditions
- ✦ Develop respect for diversity and inclusion
- ✦ Engage in community and shared experiences
- ✦ Develop curiosity and understanding of the wider world
- ✦ Celebrate identity and belonging

Learning opportunities may include:

- ✦ Sensory storytelling
- ✦ Themed enrichment days
- ✦ Food tasting
- ✦ Music and creative arts
- ✦ Role play and immersion experiences
- ✦ Visitors and community links

The school follows an SMSC calendar to ensure pupils experience a broad range of social, moral, spiritual and cultural learning opportunities throughout the year.

STATUTORY REQUIREMENTS

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under the Children and Social Work Act 2017, require all primary schools to provide Relationships Education and all state-funded schools to provide Health Education.

At Trimdon Hill School, statutory Relationships Education and Health Education are delivered through our wider PSHE curriculum alongside carefully adapted Relationships and Sex Education (RSE) provision.

In Key Stage 1 and 2 we teach Relationships education with sex education being taught discretely, in line with cognition and receptive understanding (this is determined in consultation with the Clinical Team, SMT and parents and carers), with all Key Stages being taught Health Education, thus following the statutory guidance as set out by the Department of Education and the Independent School Standards.

In addition, at Trimdon Hill school:

- ✦ Teaching reflects the law and teaches about applicable laws so that pupils are clear on rights and responsibilities
- ✦ Teaching is sensitive, inclusive, and age-appropriate
- ✦ Teaching is inclusive to meet the needs of all pupils so that they can understand the importance of quality and respect



- ✦ We work closely with parents and are respectful of pupils' and parents' backgrounds and beliefs
- ✦ We communicate the right to request withdrawal from some or all the sex education
- ✦ We will consider the age and religious background of all pupils
- ✦ We make sure that RSE is accessible to all pupils, including those with SEND
- ✦ We teach about LGBT+ content at integrated and timely point
- ✦ The staff team and wider community model positive relationships

Trimdon Hill School complies with the Equality Act 2010 and actively promotes equality, inclusion and respect for diversity throughout all aspects of school life.

We are committed to ensuring that no pupil, family member or member of staff is discriminated against, harassed or disadvantaged because of a protected characteristic, including:

- ✦ Age
- ✦ Disability
- ✦ Race
- ✦ Religion or belief
- ✦ Sex
- ✦ Sexual orientation
- ✦ Gender reassignment
- ✦ Pregnancy and maternity
- ✦ Marriage and civil partnership

We recognise our duties under the Equality Act 2010 and the Public Sector Equality Duty to:

- ✦ Eliminate discrimination, harassment and victimisation
- ✦ Advance equality of opportunity
- ✦ Foster good relations between different groups

At Trimdon Hill School we:

- ✦ Make reasonable adjustments to ensure accessibility and inclusion for all pupils
- ✦ Adapt learning to meet individual SEND and communication needs
- ✦ Regularly review accessibility and inclusion practices
- ✦ Celebrate diversity through the curriculum, cultural capital focus, festivals and celebrations learning, SMSC provision and wider school experiences
- ✦ Promote respect, belonging and inclusion across the whole school community

DEFINITIONS

Relationships and Sex Education (RSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.



Health Education is focused on teaching pupils how to make good decisions about their own physical health and mental wellbeing. It involves learning about what is normal and what is an issue and teaches pupils how and who to seek support when needed.

CURRICULUM DELIVERY

“Schools are free to determine how to deliver the content set out in this guidance within the context of a broad and balanced curriculum. Effective teaching will ensure that core knowledge is broken down into manageable units and communicated clearly to pupils in a carefully sequenced way, within a planned programme of learning.” DfE Guidance 2025

At Trimdon Hill School, this is achieved through a developmentally sequenced curriculum adapted across EYFS, Informal and Semi-Formal pathways. Learning is personalised through the PSHE Association SEND Planning Framework and delivered using total communication, sensory and experiential approaches to ensure accessibility for all pupils.

We include the statutory Relationships and Health Education and Sex Education within our whole-school Personal, Social, Health, Economic (PSHE) education curriculum. Biological aspects of Relationships and Sex Education are also taught at a time that reflects the pupils complex SEND.

EYFS Pathway

- ✦ Play-based and experiential learning
- ✦ Communication and interaction-focused approaches
- ✦ Routines, emotional regulation and self-care
- ✦ Relationship development and exploration

Informal Pathway

- ✦ Sensory and exploratory learning
- ✦ Intensive interaction approaches
- ✦ Learning through routines and modelling
- ✦ Focus on early awareness of self, relationships and safety

Semi-Formal Pathway

- ✦ Structured and scaffolded learning
- ✦ Increased reflection and discussion
- ✦ Explicit teaching of wellbeing, relationships and safety
- ✦ Greater independence and preparation for adulthood

At Trimdon Hill school we use a holistic, person-centred approach to the development of our young people to ensure they achieve the best possible outcomes. Although we

follow a framework that is organised into key stages, our PSHE curriculum is flexible and key stages are followed depending on the individual needs and main areas of development within that class, as opposed to their age group.

Teachers consider the needs and feelings of pupils' and deliver the content of the PSHE curriculum in a developmental and age-appropriate way, suited to individual needs. Each class also has class assemblies, and has praise and reward systems in place, that are personalised for their pupils.



PRIMARY CURRICULUM CONTENT

Relationships Education

The Key Stage 1 and 2 Relationships education focus on teaching the fundamental building blocks and characteristics of positive relationships including:

- ✦ Families and close positive relationships
- ✦ Friendships
- ✦ Managing hurtful behaviour and bullying
- ✦ Safe relationships
- ✦ Respecting self and others

RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION GUIDANCE

At Trimdon Hill School, sex education content is carefully adapted to meet the complex SEND needs of pupils and is delivered in line with developmental readiness, safeguarding need and individual understanding.

Teaching is personalised and delivered using total communication approaches, with close collaboration between school, parents/carers and the wider clinical team.

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Trimdon Hill School, we recognise that pupils with SEND may be more vulnerable to exploitation, misunderstanding social situations, coercion or unsafe relationships. As a result, explicit teaching around privacy, consent, boundaries, trusted adults, body awareness and personal safety is embedded progressively throughout the curriculum.

Learning is delivered developmentally rather than chronologically and is adapted across EYFS, Informal and Semi-Formal pathways using the PSHE Association SEND Planning Framework.

We define sex education as understanding human reproduction. We believe that all children at our school should have access to a sex education programme to enable them to:

- ✦ Be safe
- ✦ Be provided with the correct scientific terminology and information and taught how to use it in the right context
- ✦ Make responsible, informed and healthy choices about their lives now and in the future
- ✦ Be respectful of themselves and others to enable them to move confidently through childhood, adolescence into adulthood



- ✦ Have the understanding to develop and maintain positive and healthy relationships

The Key Stage 2 Sex Education focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- ✦ Families
- ✦ Respectful relationships, including friendships
- ✦ Online and media
- ✦ Being safe
- ✦ Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Sex Education

The Department for Education's updated Relationships, Sex and Health Education (RSHE) guidance (July 2025) states that *Relationships Education is compulsory in all primary schools, whilst sex education remains non-compulsory at primary phase.*

The DfE continues to recommend that all primary schools provide a developmentally appropriate sex education programme tailored to the age, physical maturity, communication profile and emotional understanding of pupils.

Health Education

The Key Stage 1 and 2 Health Education focus on the following key areas:

- ✦ Mental wellbeing
- ✦ Internet safety and harms
- ✦ Physical health and fitness
- ✦ Healthy eating
- ✦ Drugs, alcohol and tobacco
- ✦ Health and prevention
- ✦ Basic first aid
- ✦ Changing adolescent body

Teaching children about puberty is now a statutory requirement which sits with the Health Education part of the DfE guidance within the 'Changing adolescent body' strand.



SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

All pupils at Trimdon Hill School have SEND and an EHCP.

The school is committed to ensuring that all pupils can access a broad, balanced and meaningful PSHE curriculum that is adapted to their developmental stage, communication profile and individual needs.

Learning may be delivered through:

- ✦ Sensory exploration
- ✦ Visual supports
- ✦ Social stories
- ✦ Role play
- ✦ Communication systems
- ✦ Real-life experiences
- ✦ Repetition and routine
- ✦ Explicit modelling

EHCP outcomes are embedded throughout the curriculum and wider school day.

Assessment focuses on small-step progress in:

- ✦ Engagement
- ✦ Communication
- ✦ Interaction
- ✦ Emotional regulation
- ✦ Independence
- ✦ Safety awareness

At Trimdon Hill School we work collaboratively with parents, carers, therapists and external professionals to ensure a holistic approach to learning and wellbeing.

EQUALITY

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.

Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."

LGBT content is integrated fully into our curriculum. It is not specifically taught as stand-alone lessons within units. All young people will be taught LGBT+ content in an age-appropriate manner at a timely point in the curriculum, and at a level that matches the pupils complex SEND.

At Trimdon Hill school we promote respect for all and value every individual child. However, we also respect the rights of our children, families and our staff to hold beliefs, religious or otherwise.



Should any content within our curriculum cause parents or carers any concern then we would invite them in to discuss these concerns with the school.

Trimdon Hill School celebrates diversity and promotes inclusion through all aspects of the curriculum.

Pupils are supported to explore:

- ✦ Different families and relationships
- ✦ Cultural celebrations and traditions
- ✦ Identity and belonging
- ✦ Respect for themselves and others
- ✦ Similarities and differences between people

All learning is adapted sensitively and developmentally appropriately.

For more information on what is taught, please refer to Appendix.

ASSESSMENT

Assessment is integral to teaching and learning in PSHE and is carried out in accordance with the whole-school policy. We use the PSHE Education Assessment Framework for Pupils with SEND to help track our young people's progress in PSHE and identify areas of development. Our assessment is ongoing and is continually captured throughout the school day when our pupils are seen applying their skills and knowledge in real-life situations or to different subjects using Evidence for Learning.

The style of assessment used is non-threatening and promotes the young people's self-esteem. There are clearly defined links between objectives and assessment. The criteria by which the work is to be judged are shared and accessible by the young people, where appropriate. Assessment is continuous and the outcomes of the process are used to inform subsequent teaching. Young people receive regular feedback from their teachers concerning their progress and achievement and this is communicated to parents, carers and associated professionals in termly subject reports and in the statutory annual review documentation.

ROLES AND RESPONSIBILITIES

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE. Communicating and consulting with parents when Sex Education is being delivered.

Responsibilities

Staff are responsible for:

- ✦ Delivering RSHE in a sensitive way
- ✦ Modelling positive attitudes to RSE
- ✦ Monitoring progress
- ✦ Responding to the needs of individual pupils



- ✦ Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Teachers are empowered to deliver PSHE discretely, across the academic year to ensure consistency.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher and appropriate training will be arranged.

Leadership of PSHE

The senior leadership team are responsible for ensuring pupils are receiving high quality PSHE lessons that are accessible and tailored to individual needs. They will ensure the framework informs planning, teaching and assessment. They will share knowledge, good practice and keep staff up to date with the current statutory guidance.

CLINICAL INPUT (TO SUPPORT HEALTH AND THERAPY)

Our Clinical team provides information to support a holistic approach to the teaching and learning of PSHE. They provide advice, guidance and resources to support staff in ensuring all young people can access our PSHE curriculum. They may also provide 1:1 support to deliver specific interventions based on individual needs.

Pupils

Pupils are supported to engage fully in PSHE and treat others with respect and sensitivity. Sometimes, where we are aware of a child's previous trauma, we will work with their complex SEND to find the best time and place to deliver PSHE content.

PARENTS/CARER RIGHT TO WITHDRAW

Parents/Carers have the right to request that their child be withdrawn from some or all non-statutory components of sex education.

There is no right to withdraw from:

- ✦ Statutory Relationships Education
- ✦ Health Education
- ✦ The National Curriculum science content

At Trimdon Hill School, we work closely with parents and carers to ensure that Relationships and Sex Education is delivered in a developmentally appropriate, accessible and sensitive manner that reflects the individual needs of pupils with SEND.

2019 DfE Guidance

All staff at Trimdon Hill school strongly believe that all children should have access to our sex education programme as outlined above. If a parent/carer wishes to withdraw



their child from Sex Education lessons, then they must inform the school in writing a week prior to the lesson taking place in order that alternative arrangements can be made for the child's education.

Key Stage 1 and 2

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

There are separate rules on withdrawing a child from Sex Education. Sex education is separate from the Relationships and Health curriculum and parents can withdraw children from some or all the lessons on Sex Education. The head teacher must grant a parent's request to withdraw a child beforehand, and it's useful to have good conversations with parents so that they understand fully what their child will be taught.

Before making a request, parents should:

- Ask the school about what will be taught in Sex Education, and when.
- Remember that the science curriculum in all schools includes content on human development, which includes human reproduction.
- Remember there is no right for a parent to withdraw their child from the science curriculum.

Key Stage 2 (Sex Education)

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16.

Requests for withdrawal should be put in writing and addressed to the Headteacher. 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 work will be given to pupils who are withdrawn from sex education.

IMPACT

Through the PSHE curriculum at Trimdon Hill School, pupils will:

- ✦ Develop confidence, self-awareness and communication
- ✦ Build positive and respectful relationships
- ✦ Understand and regulate emotions
- ✦ Know how to keep themselves physically and emotionally safe
- ✦ Develop independence and life skills
- ✦ Engage positively with their community and the wider world
- ✦ Develop preparation for adulthood skills
- ✦ Feel safe, valued and included

The curriculum supports pupils to shine through safety, nurture and meaningful engagement

POLICY DEVELOPMENT

This policy will be reviewed annually

- ✦ Review - a member of staff or working group will look at all relevant information including relevant national and local guidance
- ✦ Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations
- ✦ Parent/stakeholder consultation - we will write to parents to outline our plans for what is going to be taught and how. Parents and stakeholder views will be considered and consulted. This policy will be shared with parents. Parents will be invited to share their views.
- ✦ Pupil consultation - we will endeavour to develop pupil voice to know exactly pupils want from their PSHE and RSE lessons
- ✦ Ratification - once amendments were made, the policy will be shared with governors and ratified
- ✦ The senior leadership team monitor this policy on an annual basis and/or in line with any statutory changes.

APPENDIX 1: HOW THE PSHE EDUCATION PLANNING FRAMEWORK FOR PUPILS WITH SEND RELATES TO THE PSHE ASSOCIATION PROGRAMME OF STUDY

1. Self-Awareness (Me, who I am, my likes, dislikes, strengths and interests)
2. Self-care, Support and Safety (Looking after Myself and keeping safe; aspects of Relationships and Sex Education.)
3. Managing Feelings (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
4. Changing and Growing (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
5. Healthy Lifestyles (Being and keeping healthy, physically and mentally)
6. The World I Live In (Living confidently in the wider world)

Curriculum Pathways

The PSHE curriculum is adapted across:

- EYFS Pathway
- Informal Pathway (EQUALS)
- Semi-Formal Pathway (EQUALS)

Themes are revisited progressively through:

- All About Me
- Winter
- Living Things
- Plants and Animals
- World Around Us
- Transitions

Learning is personalised to support developmental progression and meaningful engagement.

PSHE Association Programme of Study Key stages 1 and 2		PSHE education Planning Framework for Pupils with SEND Key stages 1 and 2	
CORE THEME 1: Health and Wellbeing	Healthy Lifestyles (physical wellbeing)	STRANDS	Healthy Lifestyles
	Mental health		Managing Feelings
	Ourselves, growing and changing		Changing and Growing: Self-Awareness
	Keeping safe		Self-Care, Support and Safety
	Drugs, alcohol and tobacco		Healthy Lifestyles
CORE THEME 2: Relationships	Families and close positive relationships	STRANDS	Self-Awareness; Changing and Growing
	Friendships		Self-Awareness; Managing Feelings
	Managing hurtful behaviour and bullying		Self-Awareness; The World I Live In
	Safe relationships		Self-Care, Support and Safety
	Respecting self and others		Self-Awareness; The World I Live In
CORE THEME 3: Living in the Wider World	Shared responsibilities	STRANDS	The World I Live In
	Communities		The World I Live In
	Media literacy and digital resilience		The World I Live In; Self-care, Support and Safety
	Economic wellbeing: Money		The World I Live In
	Economic wellbeing: Aspirations, work and career		The World I Live In; Self-Awareness