



Tuition, Medical and Behaviour Support Service

Curriculum Policy - Primary PSHE including Relationships, Sex and Health Education (RSHE)

Harlescott Education Centre

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Responsibility:	Emily Bound

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Appendix 1:

Harlescott Education Centre (TMBSS) Relationships, Sex and Health Education
Programme of Study 2025 - 2026

1. Aims

The aims of 'PSHE, including Relationships, Sex and Health Education' at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

As an Alternative Primary Provision, we must provide 'Relationships Education' to all students as per section 34 of the Children and Social work act 2017.

We are not required to provide sex education as a stand-alone subject, but we do need to teach the elements of sex education contained in the primary science curriculum (2014).

In teaching 'PSHE, including Relationships, Sex and Health Education' we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and the Equality Act 2010.

At Harlescott Education Centre (TMBSS) we teach 'PSHE, including Relationships, Sex and Health Education' as set out in this policy.

We have based our school's 'PSHE, including Relationships, Sex and Health Education' (RSHE) policy on the DfE statutory guidance (September 2019 and September 2024). We refer to the programme as 'PSHE, including Relationships, Sex and Health Education' as we place the emphasis on relationships and supporting student's understanding and skill in developing positive and healthy relationships. Our definition is that this work is a lifelong learning process; it is about physical, moral and emotional development. It is about understanding the importance of loving relationships, respect, love and care.

The e-safety element of the 'PSHE, including Relationships, Sex and Health Education' policy is in line with the DfE guidance (June 2019) 'Teaching online safety in school'.

In teaching RSHE we ensure that the needs of all students are appropriately met and that all students understand the importance of equality and respect. Sexual orientation and gender reassignment are amongst the protected characteristics of the Equality Act 2010.

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

1. **Review** – a member of primary staff pulled together all relevant information including relevant national and local guidance.

2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
3. **Parent/stakeholder consultation** – parents and carers were given the opportunity to look at the policy and make recommendations.
4. **Student consultation** – we investigated what exactly students want from their 'PSHE, including Relationships, Sex and Health Education' through our Student Forum.
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

4. Definition

'PSHE, including Relationships, Sex and Health Education' is about promoting the emotional, social and cultural development of students, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Through carefully planned teaching we endeavour to provide a combination of sharing information and exploring issues and values.

In planning and presenting our 'PSHE, including Relationships, Sex and Health Education' programme we provide an opportunity for students to express themselves within a trusted and safe environment. Central to the programme is the development of students' self-esteem and their regard for safety. If young people feel positive and good about themselves and aware of how to keep themselves safe, they are more likely to take care of themselves, think positively of other people, and therefore develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice are based upon national guidance and good practice, consistent with Shropshire Council recommendations. This policy is cross-referenced and consistent with other policies such as Safeguarding, Peer-on-Peer Abuse and Equality. The Primary 'PSHE, including Relationships, Sex and Health Education' programme of study has been written with the support of the Shropshire Public Health Curriculum Advisor to ensure the needs of the primary aged students at TMBSS have been carefully considered.

5. Curriculum

Our curriculum is set out as per **Appendix 1** but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs and feelings of students. If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not seek answers online.

Relationships, Sex and Health Education must be accessible for **all** students. The DFE dictate that this is particularly important when planning teaching for students with special educational needs and disabilities. We aim to provide high quality teaching that is differentiated and personalised as the starting point to ensure accessibility for all.

We are aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. We acknowledge that Relationships, Sex and Health Education can also be particularly important subjects for some students; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors have been taken into consideration in designing and teaching these subjects. Our key priority has been to tailor the content and teaching to meet the specific needs of our students at different developmental stages; we have ensured our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

‘PSHE, including Relationships, Sex and Health Education’ is taught as a stand alone subject but is also integrated within the wider school curriculum; it complements and overlaps with the general ethos and life of the school.

In planning and presenting our ‘PSHE, including Relationships, Sex and Health Education’ programme we provide the opportunity for students to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self-respect and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care, and to develop sensitivity towards the needs of others.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour, educate against discrimination and prejudice and help prepare children to make informed choices about relationships.

6. Delivery

TMBSS Primary PSHE/RSHE Offer

The ‘Tuition, Medical and Behaviour Support Service’ (TMBSS) exists to meet the needs of students aged between 5 and 16 across Shropshire who cannot be taught in school for a short period of time. Our key purpose is to provide a high-quality learning experience appropriate to the needs of the individual student. Ultimately, we are a short-term intervention.

TMBSS Primary operate from Harlescott Education Centre which caters for students in Years 1 to 6. Children can access two different models at Harlescott, depending on their circumstances. These are the Sixth Day Provision Model (for permanently excluded students) and the Shared Placement Model (alongside a mainstream school) accessed via the Inclusion Advice Forum.

The Shared Placement Model is for morning and afternoon students who attend for 4 sessions weekly and have a partner school. Shared Placements are 16 weeks in length. The Sixth Day Provision Model is full-time, and these placements are 13 weeks in length.

Due to the short-term nature of placements at TMBSS Primary, we strive to provide a broad, balanced PSHE/RSHE curriculum although it is not covered in the same depth as it would for a student accessing fulltime mainstream/specialist education.

Details of both offers are contained within the Medium and Long-Term Curriculum Plans. Students will access at least 1 weekly session of PSHE/RSHE regardless of which Model they access.

Once Shared Placement or Sixth Day Provision students are on a short integration plan, attending their mainstream school for full days, they may not be attending TMBSS on the day PSHE/RSHE is taught.

The main delivery of 'PSHE, including Relationships, Sex and Health Education' is through thirteen teaching sessions as detailed in the Programme of Study. Some aspects are also taught through other subject areas such as Science, Computing, RE in weekly assemblies and PE. The programme is taught by primary practitioners whom the children already know and have a relationship with. The sessions will be taught in mixed gender groups based on the students learning and developmental need.

Due to the transient nature of our students, we are unable to deliver a full curriculum to all students. We do however use elements of the Shropshire 'Respect Yourself: Eat Better, Move More', RSHE programme which many Shropshire schools use therefore consistency and continuity is maintained for the students also accessing mainstream schooling as part of their primary education. This programme teaches children to understand and respect themselves and their bodies as part of a healthy lifestyle approach.

As the students in the Sixth Day Provision Group do not attend another school, we have supplemented the programme of study with some additional lessons to ensure they have the same learning opportunities as they would in a mainstream school.

The additional sessions which will be delivered across the year to all the Sixth Day Provision students will cover:

- The physical and emotional changes that occur as part of puberty
- Understanding the changes we can and cannot control
- The human lifecycle
- Menstruation

Additional sessions will be taught to the Sixth Day Provision students in **Years 5/6 only** during the summer term:

- Reproduction
- Pregnancy
- Birth

In addition to this through science lessons in Key Stage 1 the children are taught about how humans change and grow. The focus is on changes and growing, keeping our bodies and ourselves healthy and safe. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. For this aspect, we follow the guidance material in the National Curriculum for science (2014).

The **'Relationships'** element of the programme focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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).

The **'Physical Health and Mental Well Being'** element of the programme covers the following:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Drugs, alcohol and tobacco
- Health and Prevention
- Basic First Aid

There are three additional sessions that cover Lesbian, Gay, bisexual and Transgender (LGBT) in February to coincide with LGBT+ History Month, Economics and Democracy in line with the DfE statutory guidance (September 2019).

E-safety is also taught as a separate Computing unit in line with DfE guidance (June 2019) 'Teaching online safety in school' as well as opportunities for weekly discussion during assemblies.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the PSHE including RSHE policy and hold the headteacher to account for its implementation.

7.2 The Executive Headteacher and Head of Primary

The Executive Headteacher and Head of Primary are responsible for ensuring that 'PSHE, including Relationships, Sex and Health Education' is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering 'PSHE, including Relationships, Sex and Health Education' in a sensitive way.
- Modelling positive attitudes to 'PSHE, including Relationships, Sex and Health Education'.
- Monitoring progress.
- Responding to the needs of individual students.

Staff do not have the right to opt out of teaching 'PSHE, including Relationships, Sex and Health Education'. Staff who have concerns about teaching 'PSHE, including Relationships, Sex and Health Education' are encouraged to discuss this with the Executive Headteacher.

7.4 Students

Students are expected to engage fully in 'PSHE, including Relationships, Sex and Health Education' and, when discussing issues related to 'Relationships, Sex and Health Education', treat others with respect and sensitivity. If a student raises a question in relation to content that is restricted to older children that relates to topics in primary sex education that we do not cover an adult will have an age-appropriate discussion with an emphasis on supporting the child. Parents/carers will also be informed so that they can support and are respected as their child's primary educators.

8. Parents' right to withdraw

Parents do have the right to withdraw from sex education, however, this is not taught as part of our curriculum; it is not statutory in Primary. Parents **do not** have the right to withdraw their children from the other sessions delivered. The policy and programme of study is shared with all parents when a student begins their placement at TMBSS Primary. There is an opportunity for parents to discuss any concerns with the PSHE co-ordinator.

9. Training and monitoring arrangements

Staff are trained on the delivery of 'PSHE, including Relationships, Sex and Health Education' as part of their induction and access to additional training is available through Shropshire Council's continuing professional development calendar.

The Head of Primary and subject lead will also invite visitors from outside the school to provide support and training to staff teaching 'PSHE, including Relationships, Sex and Health Education'.

The delivery of 'PSHE, including Relationships, Sex and Health Education' is monitored by:

- Planning scrutinies and learning walks

Students' development in 'PSHE, including Relationships, Sex and Health Education' is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed annually by the subject lead. At every review, the policy will be approved by the governing body.