



Tuition, Medical and Behaviour Support Service

Curriculum Policy Personal, Social and Health Education

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Responsibility:	Chloe Davies

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TMBSS Curriculum Model

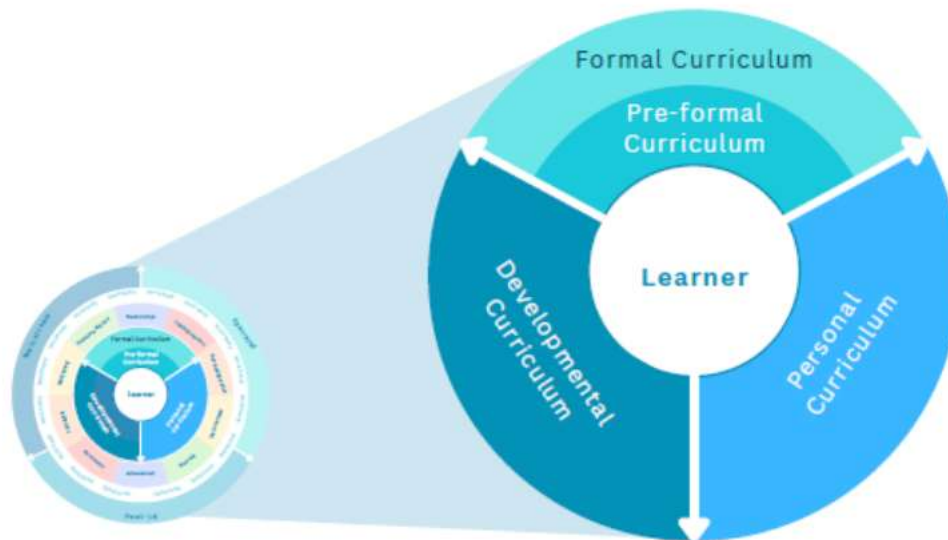
The students who join TMBSS are at different stages of their own personal journey. A journey that has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success. The TMBSS curriculum can be represented by the model below:



Each aspect of the 'World Ready' vision represents the primary aims of our curriculum model (Well-being, Overcoming barriers, Relationships and Life-long learners and Developing a voice) and the tools and approaches we use to achieve them (Reflection, Enrichment, Achievement, Diversity and Yes to success)

The application of the World Ready vision is highly bespoke to the needs of the individual and encompasses the formal, personal and developmental aspects of our curriculum.

A closer look at our curriculum:



Formal Curriculum:

The age-appropriate, broad and balanced curriculum that TMBSS provides for all pupils, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum and is influenced by accreditation requirements.

Pre-formal Curriculum: Sits within the formal curriculum and is designed to provide the first steps to re-engage students who are unable or unwilling to access the formal curriculum.

Developmental Curriculum:

Gives students the 'tools' to access learning, informed by academic baselines and referral documentation.

- Literacy & numeracy interventions
- Addressing gaps in learning
- Academic resilience

Personal Curriculum:

Allows students to be present & available for learning, informed by SDQ, referral documentation & external agencies.

- Nurture
- Enrichment
- SEMH interventions, strategies & approaches

Detail of key TMBSS challenges to achievement	
Challenge number	Detail of challenge
1	Students join at any time during the school year and are with us for varying amounts of time. Some will stay with us for only a few months.
2	Students are sometimes taught in groups alongside students from a different key stage.
3	The starting point of each student differs, due to the transient nature of the student cohort and their differing prior knowledge. Some return to mainstream education and others undertake a period of assessment, before referral to the local authority for a place at a specialist provision.
4	Students start with a negative view of education as many students have been permanently excluded from at least one other educational setting or they have had difficulty accessing mainstream education.
5	Many students have significant learning gaps as they have a history of poor attendance and engagement with education. These students need to engage at a much earlier stage of development alongside a trusted adult.
6	Absence from education means that classroom routines such as remaining seated in a classroom, waiting to leave the lesson until agreed breaks, focusing on the lesson without external distractions have been lost.
7	Many students have undiagnosed SEN. They often present with challenging work avoidant behaviour until their barriers to learning can be diagnosed and they are supported to re access education.
8	Social communication skills are dependent upon trust for the adults and the relationship. Many students will only share their work, have a reciprocal conversation when they feel safe. On first joining TMBSS many students are angry and rejecting of others, hypervigilant and fearful to engage.
9	When dysregulated many students expressive and receptive language becomes limited and they resort to basic offensive descriptors and gestures to destroy the learning environment.
10	Before being available for learning, some students need their biological and physiological needs such as food, drink, warmth, and even sleep to be met.
11	Many students have experienced multiple ACE's which leads them to be at a significant risk of impairments across various cognitive functions, memory, attention and language/verbal ability; poorer academic performance and social outcomes.
12	When first joining TMBSS some students are in a crisis situation, due to issues such as their own or parental mental ill-health, exploitation, addiction problems or domestic violence within the home. These students are often unable to access their education until they have built trusted relationships within a safe environment and they can be signposted to outside agencies to receive support.

Subject specific curriculum implementations to address challenges		
Curriculum implementation	Evidence that supports this approach	Challenge number(s) addressed
Planned reading intervention on basis of needs of individual students	Many arrive with reading ages lower than chronological and have limited engagement with reading. The service is determined that every student will learn to read, regardless of their background, needs or abilities. Students are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers). In PSHE, students complete a guided reading session every half term. This is to ensure students have access to a wide variety of subject specific texts.	1,2,3,5,7,10
All subject specific planning follows a formulaic sequence of learning but these often follow spiral or cyclical pathways to adapt to the changing student cohort	Students are able to access the most important knowledge or concepts that they need to know and focus on these.	1,2,3,5,10
Each Centre will deliver the set scheme of work that will be differentiated to meet the needs of individual students. This approach is used so that there is consistency in the teaching of PSHE across all Secondary Centres.	Students start TMBSS at different times and stages of ability both academically and emotionally. Lessons are differentiated so that work is accessible to all students.	1, 2, 3,6
Due to the nature of TMBSS education setting Key Stage Three students have a placement that is reviewed over a period of time before moving onto a new provision. Within this time frame TMBSS have chosen Key PSHE and RSE topics to cover in an academic year to bridge students PSHE lessons.	Key topics are chosen which have been developed by both staff training and student voice. This is to ensure that they create a well-rounded curriculum which is also relevant to current issues our students face. This will ensure that students on shared placements or students who move from one Centre to another, do not duplicate work or miss any essential modules.	1,2,3,6,10

<p>We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support via our safeguarding team and supporting agencies. Any disclosure from students will be managed following our Service's safeguarding and child protection policy.</p>	<p>Students are signposted to support networks at the end of each lesson. Student discussions are encouraged and staff are well equipped and trained to manage safeguarding disclosures.</p>	<p>5,7, 9, 10</p>
<p>All staff at TMBSS are trained and made aware of Safeguarding and Child Protection policy, and know the signs they should look out for and the steps they should take if they have concerns.</p>	<p>Many of our students are in crisis when they start at TMBSS. Staff have had extensive training to enable them to safely manage any disclosures. PSHE covers many challenging topics and staff are equipped to manage any disclosures which may arise from these lessons.</p>	<p>7,8,9,10,11,12</p>
<p>Key Stage Three lessons assessment is formed in a baseline and formative assessment at the end of each topic. At Key Stage Four students complete a prior knowledge sheet that is revisited at the end of the topic to show progress and assessment.</p>	<p>Due to the nature of our service and that students start at different times in the academic year. Students in PSHE will complete a baseline assessment at the beginning of each topic. This enables staff to differentiate the work so that it's accessible and students are able to make progress.</p>	<p>1,2,3,4</p>
<p>The aim of Relationships and Sex Education (RSE) is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.</p>	<p>RSE curriculum ensures children and learners are taught how to recognise risk and know where to go for help when they need it. This equips students with relevant knowledge of RSE and PSHE so that they are 'world ready'.</p>	<p>7,8,9,10,11,12</p>
<p>The delivery of Relationships and Sex Education at TMBSS is part of a timetabled PHSE programme for both Key Stage Three and Four. The PSHE lessons at TMBSS's secondary are timetabled 1 lesson a week.</p>	<p>Having regular timetabled lessons, with the same member of staff teaching, enables both students and staff to build positive relationships and continuity. Where trust is created, students are more able to discuss challenging or sensitive issues around RSE. This enables a whole Service approach to RSE and PSHE where health education is as important as the core subjects.</p>	<p>1,2,3,4,5,6,7,8,9,10,11,12</p>

<p>Enrichment activities are considered essential to academic success and social and emotional development and are given high priority.</p>	<p>Students gain the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life equipping students with the knowledge and cultural capital they need to succeed in life. PSHE is incorporated into the majority of enrichment activities, through relationship building, developing communications and social skills.</p>	<p>4,5,6,7,8,10,11,12</p>
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Context

The Personal, Social and Health Education (PSHE) Policy is a core component of the ethos at TMBSS. Students are encouraged to make responsible and informed decisions regarding their contributions to society and their own health and well-being.

This policy has been updated by the Service PSHE Co-ordinator, incorporating feedback from students, parents/carers, staff, and governors. Both the document and the PSHE scheme of work overview are available on the Service website and are reviewed annually.

Policy Statement

The PSHE curriculum at TMBSS reflects the Service ethos:

“To provide a high-quality learning experience appropriate to the needs of the individual student. This will enable them to make good progress in their learning and personal development and restore self-confidence and enjoyment.”

Students are given opportunities to acquire the knowledge, understanding, and skills they need to manage their lives both now and in the future. As part of a whole-Service approach, PSHE education fosters the qualities and attributes students need to thrive as individuals, family members, and members of society.

Our PSHE programme makes a significant contribution to students’ spiritual, moral, social, and cultural (SMSC) development, their behaviour, safety, and the Service’s statutory responsibility to promote student wellbeing. It also supports the development of meaningful relationships through Relationships and Sex Education (RSE) (see RSE policy). Additionally, the comprehensive PSHE programme plays a vital role in safeguarding students, addressing gaps in knowledge and understanding, and re-engaging them in learning, as outlined by Ofsted.

PSHE has been developed in collaboration with the PSHE Association. Staff recognise that all students have had varied educational journeys, lived experiences, and barriers to learning. Therefore, key skills and topics are embedded into schemes of work and lessons to ensure broad coverage of the subject, despite any disruptions to students' education. This includes opportunities to link with British Values and SMSC development.

All staff receive extensive training to support the social, emotional, physical, and mental health needs of the young people we work with. Where appropriate, staff can signpost students to external agencies for further support. TMBSS works closely with external partners to provide age-appropriate guidance, such as sexual health education and smoking cessation services via the school nurse.

In PSHE lessons, staff aim to re-engage students in their education through clear lesson objectives, differentiated resources, and topic-based discussions.

Regardless of students' starting points, our PSHE curriculum is designed to assess prior knowledge at the beginning of each topic and build upon it through engaging, interactive, and participatory lessons.

PSHE education can positively impact students' physical and emotional wellbeing. Through effective and high-quality learning opportunities, students' health and wellbeing improve, enabling better academic achievement and long-term outcomes.

At TMBSS, we aim to help our students become 'World Ready'. PSHE education enhances our curriculum and supports students on their journey toward adult life.

Through our comprehensive PSHE curriculum, students develop and strengthen essential life skills such as perseverance, conflict resolution, emotional intelligence, self-management, self-respect, teamwork, and time and stress management.

Other related policies and documents

RSE Policy, Child on Child Abuse Policy, Sexual Harassment Policy, Health Fitness and Wellbeing Policy, Science Policy, Citizenship Policy, Child Protection Policy, Equality Policy, SMSC Policy, E-safety Policy, GDPR Policy, Mobile Phone Policy, Preventing Extremism and Radicalisation Policy, Safeguarding and Child Protection Policy, Keeping Children safe in Education, ICT Policy, Behaviour Policy, Marking and feedback policy, SEND Policy, Careers policy and Teaching and Learning Policy and KCSiE .

Aims and Objectives

The fundamental aims for PSHE Education are to provide students with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- Opportunities to explore high-risk situations and learn strategies to keep themselves safe.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- To enable students to develop self-respect, respect for others and form positive, rewarding and stable relationships.

Moral and Values Framework

The RSE programme at Tuition, Medical and Behaviour Support Service reflects the Service's ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for their own actions;
- Responsibility for their family, friends, Service's and wider community.

Creating a Safe and Supportive Learning environment:

Parents and students can access the scheme of work topics via the TMBSS website. Students are also provided with a support pack containing an overview of the topics covered throughout the year; this is occasionally displayed in centres. Students are encouraged to speak to staff if they find any topics or lessons challenging, or parents/guardians may speak on their behalf.

PSHE staff are made aware of any safeguarding concerns or potentially sensitive situations prior to teaching, and lessons can be adapted to meet the individual needs of each student. A 'Questions' box is also available in classrooms, allowing students to ask anonymous questions if they wish.

PSHE fosters a safe and supportive learning environment by establishing class rules at the beginning of each topic. These generally include:

- Listening respectfully to one another
- Not asking personal questions to staff or students
- Understanding that some topics may be personal or upsetting to others
- Encouraging open discussion and questions
- Informing students that they can speak to staff privately if needed

We ensure that any student who appears vulnerable or at risk receives appropriate support through our safeguarding team and relevant external agencies. Any disclosures made by students will be managed in accordance with our Service's safeguarding and child protection policy.

TMBSS staff are expected to always be positive role models—both during structured lessons and unstructured times such as breaks. During these periods, staff should model positive attitudes and behaviours, initiate constructive conversations, and engage students in positive activities. Additionally, staff are expected to address discriminatory language and prejudice-based child-on-child abuse immediately and in line with our Service behaviour policy.

Parents and students have access to the scheme of work topics via the TMBSS website. Students are provided with a list in their books that has a copy of topics throughout the year, this is occasionally displayed in centres. Lesson resources include support links within the particular topic/lesson. Students are encouraged to speak to staff if they find any topics or lessons challenging, or for parents/guardians to speak on their behalf. PSHE staff made aware of any safeguarding or situations that maybe be sensitive for students before teaching them and lessons can be adapted to suit the individual needs of the child.

A 'Questions' box is also provided in the classroom to allow students to ask anonymous questions, should they need to.

PSHE creates a safe and supportive learning environment by creating class rules at the beginning of topics these generally cover:

- To listening to each other,
- To not ask personal questions to staff or students,
- To understand that some aspects discussed maybe be personal and upsetting to others,
- To encourage students to discuss topics and ask questions
- To inform students that they can talk to staff privately if needed.

We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support via our safeguarding team and supporting agencies. Any disclosure from students will be managed following our Service's safeguarding and child protection policy.

Staff at TMBSS should at all times be positive role models to the students in both structured lessons and during unstructured times such as break times. During these times, staff should be modelling positive attitudes and behaviours as well as initiating positive conversations and activities. In addition, staff will be expected to tackle discriminatory language and prejudice-based child on child abuse immediately and in accordance to our Service behaviour policy.

TMBSS will ensure:

- All staff at TMBSS are made aware of and have understood the KCSiE guidance and follow all policies and procedures set out by the service
- All staff at TMBSS are made aware of The Prevent Duty and know the signs that they should look out for, and the steps they should take to prevent extremism and radicalisation in our ever changing world
- All staff at TMBSS are aware that students are vulnerable to extremist ideology and radicalisation. As well as the importance of protecting children from other forms of harms and abuse. Protecting children from this risk is part of the TMBSS safeguarding policy and procedures.
 - This is done through the teaching of PSHE and the wider curriculum, all students will learn about fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs through a 'Citizenship and British Values' module.
 - These areas are also found in the TMBSS SMSC policy
- All staff at TMBSS are trained and made aware of Safeguarding and Child Protection policy, and know the signs they should look out for and the steps they should take if they have concerns. These include the following areas:
 - Any forms of abuse and neglect: Abuse/Physical Abuse/Emotional Abuse/Sexual Abuse and Neglect

- Self-harming
- Child Sexual Exploitation (CSE)
- Child Criminal Exploitation (CCE)
- Domestic Abuse
- Mental Health
- Serious Violence
- Modern slavery and trafficking
- Alcohol and drug misuse and abuse
- Children missing from education
- Children and court system
- Cybercrime
- Preventing radicalisation
- 'Honour-based abuse' including FGM and forced marriage
- homelessness
- initiation/hazing type violence and rituals
- Child on child abuse, including cyber bullying (see E-safety Policy)
- Prevent

The Prevent Duty

The Prevent Duty, established under Section 26 of the Counter-Terrorism and Security Act 2015, places a statutory obligation on specified authorities, including schools, to have due regard to the need to prevent people from being drawn into terrorism. All education providers are required to help prevent the risk of individuals becoming terrorists or supporting terrorism. This includes safeguarding learners from extremist ideologies and radicalisation, both online and offline.

At TMBSS, this means:

All staff must remain vigilant and report concerns where necessary.

Concerns may include:

- Internet searches for extremist terms
- Visits to extremist websites
- Use of social media to read or post extremist content
- Grooming or manipulation of individuals

Online Risks and Responsibilities:

Learners are increasingly at risk of accessing harmful extremist content online. The internet is a key avenue for the dissemination of terrorist propaganda, and downloading or sharing such material may constitute a criminal offence.

Some children are more vulnerable than others. These risks are detailed in the TMBSS Prevent Policy, which outlines guidance and actions for managing concerns.

Filtering and Monitoring at TMBSS

To meet statutory requirements and ensure compliance with the 2023 Prevent Duty guidance, TMBSS has implemented robust digital safeguarding measures:

Fortigate Firewalls were installed across all centres in September 2023. These provide:

- Real-time content filtering across 96 categories
- Keyword search reporting
- SSL inspection
- Integration with the Home Office Counter Terrorism Internet Referral Unit (CTIRU) [fortinet.com]

Fastvue Reporter is used to monitor internet usage. It provides:

- Clear, actionable reports for safeguarding teams
- Alerts for searches related to self-harm, extremism, or inappropriate content
- Behavioural insights beyond basic URL filtering
- Staff are trained to understand their roles and responsibilities around filtering and monitoring systems, as outlined in KCSiE 2023 and the E-Safety Policy.
- Curriculum and Student Support

TMBSS plays a vital role in equipping students to stay safe online:

Primary Phase:

- Internet safety is taught through the ICT and RSE curriculum
- Termly assemblies reinforce safe online behaviour

Secondary Phase:

- Internet safety is embedded in ICT and PSHE
- Resources and advice are available via the e-safety page on the Service website

Students are taught about safeguarding, including online safety, through a broad and balanced curriculum. The PSHE and wider curriculum address the four key areas of online risk:

- Content: Exposure to harmful material (e.g. extremism, racism, misogyny)
- Contact: Harmful interactions (e.g. grooming, peer pressure)
- Conduct: Risky online behaviour (e.g. sharing explicit images, cyberbullying)
- Commerce: Financial risks (e.g. scams, gambling)

Staff Responsibilities

All staff receive and acknowledge the Acceptable Use Policy (AUP). Since September 2022, staff must sign to confirm they have read it. If not, a member of SLT will provide a printed copy and record the handover.

Staff are trained to recognise behaviours linked to:

- Mental health challenges
- Substance misuse (e.g. drugs, alcohol)
- Extremist grooming and radicalisation

These topics are addressed through the PSHE curriculum and responsive interventions when needed.

Entitlement and Equal opportunities:

The service is committed to delivering high-quality Personal, Social, Health and Economic (PSHE) education to all students. Our programme is designed to reflect and respond to the rich diversity of children's cultures, faiths, family backgrounds, and sexual and gender identities.

Through PSHE, students are given the opportunity to explore and clarify their attitudes and values in relation to gender roles, stereotyping, and the evolving concepts of masculinity and femininity. The curriculum actively challenges harmful societal assumptions—such as the passivity of females, the portrayal of women solely as homemakers, and the expectation of men as breadwinners or aggressors.

In alignment with Relationships and Sex Education (RSE) guidance, the programme addresses the impact of misogyny, toxic masculinity, and other forms of gender-based discrimination. Students are encouraged to critically examine how these attitudes can influence relationships, mental health, and personal identity. The curriculum promotes respectful behaviours, emotional literacy, and the development of healthy, consensual relationships.

We aim to foster a safe, inclusive, and caring environment where open debate is welcomed and students feel empowered to express themselves. Building self-esteem, resilience, and decision-making skills is central to our approach.

All students have equal access to every aspect of the curriculum, tailored to meet their individual needs. While equal time and provision are allocated across all groups, additional support may be provided for students with Special Educational Needs (SEN) to ensure full participation and understanding.

Content

Each Centre will deliver the set scheme of work that will be differentiated to meet the needs of individual students. This approach is used so that there is consistency in the teaching of PSHE across all Secondary Centres. This will ensure students on shared placements or students who move from one Centre to another, do not duplicate work or miss any essential modules.

The Department of education curriculum states that PSHE should include:

Mental Wellbeing

Students should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary.
- that happiness is linked to being connected to others.
- how to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Internet Safety and Harms (see E-safety Policy)

Students should know:

- The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

TMBSS has a higher percentage of students vulnerable to harm online. As described in the Teaching Online Safety in School Guidance Document (2019) “looked after children and those with special educational needs, who may be more susceptible to online harm or have less support from family or friends in staying safe online.” This means that, as with other areas of the curriculum, the teaching of online safety is personalised to each student’s needs. To find resource for supporting vulnerable refer to page 24 of Teaching Online Safety in School Guidance Document (2019).

Safer Internet Day is promoted annually throughout the Service.

Staff

- An audit of e-safety training needs is carried out regularly and is addressed
- A planned programme of formal e-safety training is made available to all staff
- E-safety training is an integral part of Child Protection / Safeguarding training
- All staff have an up to date awareness of e-safety matters, the current service e-safety policy and practices and child protection / safeguarding procedures
- All new staff receive e-safety training as part of their induction programme, ensuring that they fully understand the Service e-safety policy and Acceptable Use Policy
- The culture of the Service ensures that staff support each other in sharing knowledge and good practice about e-safety and has a zero-tolerance approach to Child on child abuse
- The Service takes every opportunity to research and understand good practice that is taking place in other schools
- Governors will undertake e-safety training as part of their safeguarding training.

Physical Health and Fitness

Students should know

- the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
- the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio vascular ill-health.
- about the science relating to blood, organ and stem cell donation.

Healthy Eating

Students should know

- how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

Drugs, Alcohol, Tobacco and Vaping

Students should know

- the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.
- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
- Understanding the risks of Vaping and nicotine addiction.

Health and Prevention

Students should know

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.
- the facts and science relating to immunisation and vaccination.
- the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

Basic First Aid

Students should know

- basic treatment for common injuries.
- life-saving skills, including how to administer CPR.
- the purpose of defibrillators and when one might be needed.

Changing Adolescent Bodies

Students should know

- key facts about puberty, the changing adolescent body and menstrual wellbeing.
- the main changes which take place in males and females, and the implications for emotional and physical health.

Relationships and Sex Education Curriculum (See RSE policy)

There are five key areas that students should know:

- Families
- Respectful relationships including friendships
- Online and Media
- Being Safe
- Intimate and sexual relationships including sexual health

The delivery of Relationships and Sex Education at TMBSS is part of a timetabled PHSE programme for both Key Stage Three and Four. The PSHE lessons at TMBSS' secondary centres are timetabled 1 lesson a week.

Key Stage Three

Students in Key Stage Three will follow the TMBSS Key Stage Three syllabus in PSHE, this will be a child centred programme with schemes of work developed to suit individual needs.

This will cover the following areas:

- Health and Wellbeing
- Relationships
- Living in the Wider World

During Key Stage three (year 7,8,9) students be taught these modules:

- Mental wellbeing
- Online safety
- The dangers of drugs, alcohol and tobacco
- Healthy eating
- Physical health and fitness
- Health and prevention
- Basic first Aid
- Families (RSE)
- Respectful relationships and friendships (RSE)
- Changing adolescent bodies (RSE)
- Intimate and sexual relationships including sexual health (RSE)
- Citizenship and British Values

Key Stage Three lessons at TMBSS's Bridgnorth, Oswestry and Sundorne centres follow a one-year Scheme of Work. Due to the nature of TMBSS education setting Key Stage Three students have a placement that is reviewed over a period of time before moving onto a new provision. Within this time frame TMBSS have chosen Key PSHE and RSE topics to cover in an academic year to bridge students PSHE lessons. These topics are as followed:

KS3 SOW topic (Behavioural centres)	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
	Drugs, alcohol and tobacco	Families and Respectful relationships including friends	Mental wellbeing	Online safety/ Careers	Changing adolescent bodies and consent	Sex and relationships

Other topics are covered as enrichment sessions or covered in other subjects such as Health Fitness and Wellbeing, Food Technology, Science and Citizenship. (See Policies).

Career sessions are delivered by the services Careers Guidance Manager at Bridgnorth, Sundorne and Oswestry.

Key Stage Three lessons at Ludlow and Hook-A-Gate centres follow a two-year rotation Scheme of Work, as students tend to have a longer programme in TMBSS in these medical centres. The two-year Scheme of work is as followed:

Key Stage 3 Topic Medical Centres (Year 1)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Online safety	Mental wellbeing	Families	Respectful relationships including friendships	Introduction to diversity, prejudice and discrimination	Careers

Key Stage 3 Topic Medical Centres (Year 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Drugs, alcohol and tobacco	Changing adolescent bodies Being safe (consent)	Intimate and sexual relationships including sexual health	Health and prevention And Basic First Aid	Careers	British Values

Key Stage Three students attending TMBSS's medical centres also receive additional career session by the services Careers Guidance Manager.

Key Stage Four

During Key Stage four (Year 10 and 11) students are taught these modules:

Autumn term 1						Autumn Term 2							
<i>Sex and Relationship Education</i>													
Prior knowledge and period poverty	Reproductive sex organs	Vulva, vagina and periods	Penis pressure and condoms	Contraception	STI's and sexual health	Progress check purple pen and guided reading	Healthy relationships	Unhealthy relationships	The role of intimacy and pleasure	Consent and sexual harassment	FGM	Relationships (including friendships) and break up resilience	Progress check purple pen and guided reading
Spring Term 1						Spring Term 2							
<i>Careers</i>						<i>Emotional wellbeing</i>							
Prior knowledge and why do we work?	Learning from careers and labour market information	Addressing each pupils needs	CV and cover letters	Interview and linking curriculum learning to careers	Payslips, budgets and mortgages	Progress check purple pen and guided reading	Prior knowledge and new changes	Reframing negative thinking	Recognising mental ill health and when to get help	Change loss and grief	Promoting emotional wellbeing and progress check purple pen		
Summer Term 1						Summer Term 2							
<i>Online Safety and Media Influence</i>						<i>Health and prevention</i>							
Prior knowledge and media influence	Send me a pic and online blackmailing	Impact of pornography	Media influence on body image and self esteem	Keeping safe online and cyber bullying	Gambling	Progress check purple pen and guided reading	Prior knowledge and healthy lifestyles	Substance use and assessing risk	Substance use and managing influence	Seeking help and sources of support	Basic first aid and CPR	Sleep hygiene	Healthy lifestyles and progress check purple pen

Centres will, as far as possible, teach the modules in the same order to ensure standardisation and sharing of resources. However, depending on the child's experiences and abilities this can be adjusted.

As well as following the structured PSHE programme, students will at times, raise discussions related to PSHE. At these times, if it is appropriate, immediate responses are given as this can lead to valuable discussion and should not be discouraged.

Throughout PSHE all students are actively encouraged to enter into discussions and debate in a positive manner. They are encouraged to explore opinions and consider alternative views.

Monitoring and Assessment:

Key Stage Three assessment is formed in a baseline and formative assessment at the end of each topic. At Key Stage Four students complete a prior knowledge sheet that is revisited at the end of the topic to show progress and assessment.

Key Stage three and four lessons are monitored via a tracking tool, enabling students' knowledge, confidence and ability to access help and support to be identified and measured before and after delivery. KS4 students also work towards completing AQA Unit Awards after every topic. This gives students autonomy and a valuable qualification to take onto further education. Data from the tracking tool will be used to identify vulnerable students and individual students' progress. In addition, liaison with the CHAT service, targeted youth support and our school nurse provides anonymous information to inform the programme and provide co-ordinated pastoral care.

Teaching Responsibilities and Staff training

The PSHE programme will be led by Georgina Finch and will be taught by a range of teaching staff across the service. Staff have the experience and who are confident and competent at delivering the PSHE Programme. TMBSS' Teaching Assistants and Learning Mentors will support all students' needs in PSHE lessons. We will use external contributors and specialist agencies for students to have access to up to date information and practices. Collaborating with the school nurse to provide sessions on 'safe sex' and for students to build healthy relationships with the wider community through further liaison with CSO's with specific areas such as:

- Consent and sexual harassment
- Anti-social behaviour
- Safety (including Physical and Online Safety)
- Exploitation
- County lines
- Knife crime
- Prevent Duty

KS4 students will also have the opportunity to work our Careers Guidance Manager who focuses on CV's, work experience, college visits, external speakers from specific job sectors. When using external speakers to deliver aspects of our PSHE programme we will ensure all staff have current and adequate training in their field, have a current DBS check and identify checked and signed into centres on arrival, teaching or TA staff with the present with students in session at all times.

RSE

The aim of Relationships and Sex Education (RSE) is to give students the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships.

It enables students to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage, civil partnership or other type of committed relationship.

RSE covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It teaches students to be able to identify acceptable and unacceptable behaviour in relationships. This will help students to understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE does not encourage early sexual experimentation. It teaches students to understand human sexuality and to respect themselves and others. It enables students to mature, build up their confidence and self-esteem and understand the reasons for delaying sexual activity.

RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time. Knowledge about safer sex and sexual health remains important to ensure that students are equipped to make safe, informed and healthy choices as they progress through adult life. (See RSE policy and Harmful Sexualised Behaviour Policy).

Withdrawal of RSE

Parents/Carers have the right to withdraw their children from all or part of the Sex Education provided at within the Service except for those parts included in statutory National Curriculum. Those parents/carers wishing to exercise this right are invited in to see the Centre Manager who will explore any concerns and discuss the impact that withdrawal may have on their child. Once a child has been withdrawn they cannot take part in the RSE programme until the request for withdrawal has been removed. The Relationship Education has been compulsory from 2020 and students cannot be withdrawn from these lessons.

Materials are available to parents/carers who wish to supplement the Service RSE programme or who wish to deliver RSE to their children at home.

Controversial and Sensitive Issues

Sensitive and controversial issues within PSHE and RSE cannot be ignored. Such issues are presented in a broad and balanced way free from sensationalism and personal bias.

Topics such as contraception, abortion, homosexuality, HIV/AIDS, may arise as part of the planned curriculum or introduced by students themselves. A supportive climate will be fostered and discussions will take place. The use of medical, scientific language and correct naming of reproductive organs and body parts is supported to ensure understanding; as part of this staff will discuss and explore students and society's use of slang, innuendo and oppressive language.

Staff are aware that views around RSE related issues vary. Topics are presented using a variety of views and beliefs and students are encouraged to form their own, informed opinions but also respect others that may have a different opinion.

Dealing with Questions

Both formal and informal RSE arising from students' questions are answered according to the age and maturity of the student and class cohort concerned. Questions may arise that require individual response and exploration rather than a classroom response.

The Service believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned. At the beginning of each module a question box will be introduced to enable students to ask questions discreetly and anonymously. This is a mechanism which also ensures members of staff (teaching and non-teaching) can acknowledge a student's question without feeling pressurised to respond immediately. Clear ground rules will be agreed with the class to support and encourage questions.

Sexual Identity and Sexual Orientation

Tuition, Medical and Behaviour Support Service believes that PSHE and RSE should meet the needs of all students regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offering support. Homophobic and Transphobic bullying is dealt with strongly yet sensitively.

Relationship and Sexual Health Guidance and Services offered individually to students in the Service

- Students are able to access confidential advice from the school nurse, the CHAT Service and the Service Staff within each Centre.
- Child Protection procedures are followed at all times.
- Confidentiality is upheld where appropriate although students are encouraged to talk with their parents/carers, they may choose not to.

Following the Frazer Guidelines the school nurse, assigned by the NHS, will provide the following services:

- Shropshire Condom Distribution Scheme (CDS)
- Chlamydia screening
- Emergency contraception
- Pregnancy testing
- Signposting to other services
- On-going individual support

Safeguarding and Child Protection

The Service has a separate Safeguarding and Child Protection Policy. Effective PSHE and RSE may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns.

Confidentiality

A student is never promised confidentiality however sensitive information will only be shared if there is a risk of danger or harm. If the teacher or member of staff concerned believes that the student is at risk of danger or harm, she/he talks to the named designated safeguarding lead and discuss appropriate actions. In these cases, the student will be informed.

Disclosures

If a member of staff learns that an under 16 years old is sexually active or contemplating sexual activity the Service will ensure that:

- The student is encouraged to talk to their parent/carer, but recognise that they may choose not to.
- Any Safeguarding or Child Protection issues are addressed.
- The student receives adequate counselling and information.
- The Head of Service will monitor the frequency of cases where they handle information without parental knowledge.
- Students are asked whether they would like confidential 1-1 meeting with the school nurse.

Mental Health Guidance and Services offered individually to students in the Service

- Branch project
- 'No worries' CBT programme to reduce anxiety
- KOOTH
- Young minds
- ELSA
- Youth Working Team
- TMBSS Family Support Coordinator
- TMBSS Centre Wellbeing Leads
- TMBSS Pupil Welfare and Safeguarding Manager
- TMBSS Senior Designated Safeguarding Lead.

Dissemination

All staff members and governors receive a copy of the policy. Training is regularly delivered to staff on the policy content. Copies are available from the Centres Administration office on request from parents. The policy is included on the Service website.

Sources and references

We have used the following documents to inform this policy:

- KCSiE
- Prevent Policy
- Working Together to Safeguard Children 2023
- E-safety Policy
- Safeguarding Policy and Child Protection Policy
- RSE Policy