

2026

PSED, RSE & Health Policy



**Woolgrove School,
Special Needs Academy**
Live, Laugh and Learn
Together

Owner: Headteacher

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Personal, Social and Emotional Development (PSED), Relationships and Sex Education (RSE) and Health Education Policy

Intent

At Woolgrove School, we recognise the importance of developing pupils' personal, social and emotional skills alongside their understanding of health, relationships, safety and the wider community.

Our aim is to support pupils to become as confident, healthy, safe and independent as possible, according to their individual needs and abilities. We recognise that pupils at Woolgrove have a wide range of physical, cognitive, communication, sensory and emotional needs and that many pupils are working significantly below age-related expectations.

Our PSED, Relationships Education, RSE and Health Education provision is therefore personalised and developmentally appropriate. Pupils are supported to develop knowledge, skills and understanding through meaningful, practical and repeated experiences.

We aim for pupils to:

- develop an understanding of themselves and their emotions;
- recognise and communicate their needs, wants, preferences and feelings;
- develop positive relationships with others;
- understand different families and relationships;
- develop friendships and respectful relationships;
- understand personal boundaries and the importance of consent;
- understand that their body belongs to them;
- recognise safe and unsafe situations and know how to seek help;
- develop appropriate personal hygiene and self-care skills;
- understand physical development and puberty;
- develop knowledge and skills to keep themselves safe;
- develop confidence within their local community;
- make choices and express their views and opinions;
- develop resilience and emotional regulation;
- develop increasing independence.

Our curriculum aims to provide pupils with the knowledge and skills they need to support their wellbeing, relationships, safety and preparation for life beyond school.

Woolgrove has regard to the Department for Education statutory guidance for Relationships Education, Relationships and Sex Education and Health Education.

Implementation

Curriculum organisation

Woolgrove delivers PSED through two complementary curriculum areas:

PSED Laugh – Building Relationships

PSED Laugh focuses on the development of relationships and is the main vehicle for our Relationships Education provision.

It supports pupils to develop understanding of:

- families and people who care for them;
- different family structures;
- caring friendships;
- kindness and cooperation;
- respectful relationships;
- resolving disagreements;
- bullying and unkind behaviour;
- online relationships and online safety;
- communicating worries and concerns;
- identifying trusted adults;
- recognising situations where they may feel unsafe.

The curriculum progresses from early interaction, attachment and communication skills through to more developed understanding of friendships, families, respect, bullying, online safety and personal safety.

PSED Live – Health and Community

PSED Live focuses on Health and Community and provides much of the school's Health Education provision.

It is organised into seven progressive levels and includes:

- emotional development;
- emotional regulation;
- consent and personal boundaries;
- body awareness;
- personal hygiene;
- personal care;
- physical development;
- puberty;
- menstruation;
- safety;
- first aid;
- community safety;
- transport;
- leisure activities;
- developing independence.

The curriculum provides progression from early awareness and supported participation towards greater independence and application of skills in less familiar contexts.

Relationships Education

Relationships Education is delivered primarily through PSED Laugh.

Pupils are supported to develop an understanding of:

- what makes a positive relationship;
- people who care for them;
- different family structures;
- caring friendships;
- kindness;
- sharing and cooperation;
- respect;
- managing disagreements;
- bullying;
- online relationships;
- personal safety;
- communicating worries;
- seeking help.

Woolgrove recognises and values different family structures and teaches pupils to respect differences between people and families.

Health Education

Health Education is delivered primarily through PSED Live and is reinforced throughout the wider curriculum and school day.

Pupils develop understanding of:

- emotional wellbeing;
- recognising and communicating feelings;
- physical health;
- personal hygiene;
- personal care;
- healthy choices;
- body development;
- puberty;
- menstruation;
- personal safety;
- basic first aid;
- seeking help;
- community safety.

The curriculum is adapted to the individual developmental needs of pupils and revisited regularly to support understanding and retention.

Consent, body autonomy and personal boundaries

Woolgrove recognises that teaching pupils about their bodies, personal boundaries and consent is an important part of supporting both wellbeing and safeguarding.

Pupils are taught, at an appropriate developmental level, that:

- their body belongs to them;
- they can communicate what they do and do not want;
- they should respect other people's boundaries;
- they should stop when someone asks them to stop;
- some touch is safe and appropriate and some touch is not;
- they should tell a trusted adult if something makes them feel uncomfortable or unsafe;
- consent needs to be given;
- consent can be withdrawn.

Consistent language is used across school, including:

- "Let's use our words, not our hands."
- "Kisses are for home."
- "Ask before hugging."
- "Can I take your photo?"

These messages are reinforced through everyday interactions as well as curriculum teaching.

Physical development and puberty

Pupils are taught about growing and physical development in a way which is appropriate to their chronological age, developmental ability and individual needs.

This includes, where appropriate:

- changes from babies to children and adults;
- body parts and appropriate vocabulary;
- puberty;
- menstruation;
- menstrual hygiene;
- erections;
- wet dreams;
- body hair;
- sweating;
- deodorant;
- spots;
- changes to breasts;
- changes to the voice;
- emotional changes;
- people who can provide support.

PSED Live provides a progression of knowledge and skills relating to physical development and puberty across its seven levels.

RSE and additional sex education

Woolgrove recognises the distinction between statutory Relationships Education, Health Education and any additional sex education provided by the school.

The school will clearly identify any content which constitutes additional sex education and will communicate this to parents and carers.

Masturbation/self-stimulation is not taught as part of planned whole-class or group curriculum delivery. Where an individual pupil is identified as requiring support to understand masturbation/self-stimulation, this will be addressed on a 1:1 basis, as and when support is needed.

Where additional primary sex education is taught, parents and carers will be informed about the content and their right to request withdrawal from that additional sex education.

Parents cannot withdraw pupils from statutory Relationships Education, Health Education or relevant statutory science content.

SEND and accessibility

Woolgrove recognises that pupils with SEND may require significant adaptation and repetition in order to access PSED, Relationships Education, RSE and Health Education.

Teaching is therefore adapted according to individual needs and may include:

- visual supports;
- symbols;
- objects of reference;
- photographs;
- communication devices;
- modelling;
- role play;
- social stories;
- repetition;
- concrete experiences;
- individual teaching;
- small-group teaching;
- whole-class teaching;
- practical activities;
- structured routines.

The curriculum is differentiated according to pupils' developmental abilities while remaining mindful of their chronological age.

Teaching and learning

PSED is delivered through a range of approaches including:

- discrete curriculum lessons;

- individual teaching;
- small-group activities;
- whole-class activities;
- structured discussion;
- circle time;
- role play;
- PE;
- practical activities;
- community visits;
- enrichment activities;
- pastoral support;
- targeted interventions;
- everyday routines and interactions.

Learning is reinforced throughout the school day so that pupils have opportunities to practise and apply skills in meaningful situations.

Wider curriculum links

PSED learning is reinforced across the wider curriculum.

Life Skills

Life Skills provides opportunities for pupils to develop and practise functional independence, personal care, communication, community and everyday living skills.

Food Technology

Food Technology provides opportunities to develop practical food preparation, nutrition, healthy choices, equipment use and kitchen safety. It is a separate curriculum area with its own progression of skills and knowledge.

Computing

Online safety and appropriate behaviour when using technology are reinforced through Computing and the wider school curriculum.

PE

PE provides opportunities to develop physical health, cooperation, communication, teamwork and positive relationships.

Trips

Community activities allow pupils to practise communication, safety, social and independence skills in real-life situations.

Safeguarding

PSED and RSE contribute to Woolgrove's wider safeguarding provision.

Pupils are supported to:

- identify trusted adults;
- communicate worries;
- recognise unsafe situations;
- recognise inappropriate or unsafe touch;
- understand that some secrets should not be kept;
- seek help;
- understand appropriate behaviour in the community;
- develop awareness of emergency services.

Any safeguarding concern or disclosure arising from PSED or RSE teaching will be dealt with in accordance with Woolgrove's safeguarding procedures.

Parents and carers

Woolgrove recognises the important role of parents and carers in supporting pupils' personal, social, emotional and physical development.

Parents and carers will:

- have access to this policy;
- be informed about the school's PSED and RSE provision;
- be provided with appropriate information about curriculum content;
- have opportunities to discuss concerns with the school;
- be informed about any additional sex education and relevant withdrawal arrangements.

The school will work positively with parents and carers to support pupils' development.

Assessment

Assessment is ongoing and reflects the individual developmental pathway of each pupil.

Assessment may include:

- teacher observation;
- practical demonstrations;
- pupil responses;
- discussion and questioning;
- photographs;
- work samples;
- communication records;
- assessment statements;
- evidence from real-life contexts.

Assessment focuses on what pupils can demonstrate and the level of support they require.

Progress may be demonstrated through:

- increased participation;

- reduced adult support;
- improved communication;
- increased understanding;
- greater confidence;
- application of skills in new situations;
- increased independence.

Impact

Through our PSED, Relationships Education, RSE and Health Education provision, pupils will develop:

- greater understanding of themselves;
- increased emotional awareness;
- positive relationships with others;
- greater understanding of families and friendships;
- awareness of personal boundaries and consent;
- understanding of body ownership;
- knowledge of how to keep themselves safe;
- understanding of physical development and puberty;
- appropriate personal health and hygiene knowledge;
- confidence in communicating needs and concerns;
- increased ability to seek help;
- greater confidence within the community;
- increasing independence.

The impact of the curriculum is seen through pupils' ability to apply their learning within everyday situations and relationships.

Our ultimate aim is for pupils to develop the knowledge, skills, confidence and understanding needed to live as safely, healthily and independently as possible.