

Cambian Tyldesley School PSHE & RSE Policy

Policy Purpose and SEMH Focus

Our PSHE (Personal, Social, Health and Economic) and RSE (Relationships and Sex Education) curriculum is the cornerstone of our "Belonging, Engaging, and Succeeding Together" ethos. For our pupils with SEMH needs, this curriculum is not just academic; it is a vital safeguarding tool that builds the self-esteem and resilience required to navigate complex emotional landscapes.

Cambian Tyldesley School: NCFE PSHE & RSHE Curriculum Map

Year Group	Autumn Term <i>(Relationships & Safety)</i>	Spring Term <i>(Health & Wellbeing)</i>	Summer Term <i>(Living in the Wider World)</i>
Year 7	NCFE RSHE Unit 01: Building healthy friendships and social boundaries.	NCFE PSD (H/502/0458): Healthy Living (Basic hygiene and physical health).	NCFE PSD (T/502/0465): Individual Rights & Responsibilities (Rules & Respect).
Year 8	NCFE RSHE Unit 02: Emotional wellbeing and the changes of puberty.	NCFE PSD (L/502/0446): Dealing with Problems in Daily Life (Conflict resolution).	NCFE PSD (F/502/0444): Environmental Awareness (Our community impact).
Year 9	NCFE RSHE Unit 03: Digital safety, social media, and the law.	NCFE PSD (Y/502/0448): Substance Misuse (Awareness of risks and laws).	NCFE PSD (A/502/0457): Managing Own Money (Personal budgeting).
Year 10	NCFE RSHE Unit 04: Intimate relationships, consent, and healthy choices.	NCFE PSD (K/502/0454): Managing Stress (SEMH self-regulation strategies).	NCFE PSD (T/502/0456): Preparation for Work (CVs and interview skills).
Year 11	NCFE RSHE Unit 05: Sexual health, parenthood, and future pathways.	NCFE PSD (K/502/0440): Developing Self (Personal growth and reflection).	NCFE PSD (R/502/0450): Working as Part of a Group (Final team project).



The teaching of PSHE is based on an imaginative, creative curriculum, which aims at promoting awareness of current developments and applications in PSHE. The department seeks to promote enthusiasm, curiosity and understanding in all its pupils about themselves and the world about them, and to develop the skills of drawing conclusions and evaluating results from detailed observation and analysis.

The delivery of PSHE education illustrates how diverse the delivery of moral, spiritual, social and cultural issues is for the pupils. What goes on in the lessons and what the pupils take away from these sessions is based on the level of teaching given. The teaching level is a significant determining factor in the success of the PSHE education programme.

PSHE education can be taught using a range of strategies; linked to an array of assessment methods. PSHE education is not a statutory subject and does not involve summative assessment. This means the teacher must use formative processes as assessment for learning.

Intent – What are we trying to achieve?

Aims

Tyldesley School recognises that the personal and social development of pupils is increasingly a major aim of education. Far from being on the fringes, PSHE education is at the heart of everything that takes place in a school. As the children grow up they will begin to encounter more and more people from all walks of life, and it pays to be furnished with a global view of a world which is ever breaking down the boundaries and distances between its different cultures and beliefs. Universities cry out for children who are more ‘rounded’ and work places of all shapes and sizes advertise for candidates who can show good ‘interpersonal skills’ and an ‘understanding of the needs of those around them.’ We comply with the Education Act of 1996 which requires all (maintained) schools to provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Tyldesley School embraces this as the backbone of its PSHE education philosophy. With all this in mind, the PSHE education program aims to instill an understanding in all the pupils



that academic success is not sufficient on its own for success. PSHE education is essentially concerned with the education of the whole person rather than with the knowledge that person needs. PSHE education is also intended to complement classroom teaching in that it assists other bodies in the school in monitoring and assisting with the development of the emotional and social well-being of children. The aim of PSHE education is to help pupils and young people understand and value themselves as individuals and as responsible and caring members of society. We want our pupils to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- offer our pupils the opportunities to achieve their physical, psychological and social potential
- promote attitudes and behavior which contribute to personal, family and community relationships
- promote positive attitudes towards equal opportunities and life in a multi-cultural society by dealing sensitively with varying values, cultures and religious beliefs
- Encourage the development of personal skills that enable pupils and young people to function successfully as members of society.
- ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

Teaching and Learning Style

We use a variety of teaching and learning styles in PSHE lessons. Our Head teacher's aim is to develop pupil's knowledge, skills, and understanding. Sometimes we do this through teacher-led activities, while at other times we engage the pupils in an enquiry-based research activity. We encourage the pupils to ask, as well as answer, questions in PSHE. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. They use ICT in PSHE lessons where it enhances their learning. They take part in active discussions and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in 'real' PSHE activities, for example, engaging in local activities.



We recognize that there are pupils of widely different PSHE abilities in all classes and we ensure that we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this in a variety of ways which may include:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all pupils to complete all tasks);
- grouping pupils by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, matched to the ability of the pupil
- using classroom assistants to support the work of individual pupils or groups of pupils.

Throughout all key stages, pupils are taught in their form groups. They will be provided with opportunities to work individually, co-operatively in small groups, in mixed ability and gender groups, friendship groups and as a whole class. The structure of our provision uses the National Curriculum document for PSHE which ensures continuity and progression throughout each Key stage. Units of work are taught as detailed later in this document. It is essential to consider breadth and balance throughout each year group and across each key stage. 'How PSHE works' is encompassed within the PSHE teaching at Cambian Tyldesley School and pupils will be taught about experimental and investigative methods as an integral part of their PSHE studies.

Safe Delivery & Safeguarding (Lisa's "Safe Practice")

The safety of our students is paramount. **Lisa**, our lead RSE teacher, utilizes specialized delivery techniques to ensure that sensitive topics remain constructive and do not become overwhelming:

- **The Use of "Safe Words"**: Students are taught a specific "**Safe Word**" or "Stop" signal. If a topic becomes triggering or too intense for a student's current emotional state, they can use the safe word to immediately pause the discussion or take a supervised "timeout" to regulate.
- **Distancing Techniques**: Lisa uses fictional scenarios, case studies, and "anonymous question boxes" to depersonalize sensitive content, allowing students to explore issues without feeling exposed.



- **Safe Space Agreements:** Every lesson begins with a reminder of the "Ground Rules," including respect for privacy and the correct use of anatomical vocabulary to reduce stigma.

Implementation – How is our Curriculum Delivered?

Staffing and Organisation

Throughout Cambian Tyldesley School, PSHE education is delivered overtly by the **Class Teacher**, with **Lisa** leading the delivery of RSE units. This is further supported through school assemblies and a cross-curricular approach. We recognize that the formal curriculum is only one part of the spiritual, physical, and moral teaching our pupils receive; our provision is influenced by the school's daily therapeutic environment and restorative practices, which foster a sense of belonging and engagement.

Accreditation Pathway: NCFE Foundation Learning

To provide our pupils with tangible success, we utilize the **NCFE Personal and Social Development (PSD)** suite as part of a **Foundation Learning (FL)** study programme. These qualifications are unit-based and flexible to meet the diverse needs of our learners:

- **Structure of the Award:** Students must complete **four units**. To achieve a Level 1 Award, at least three units must be at or above Level 1.
- **Structure of the Certificate:** Students must complete **seven units**. To achieve a Level 1 Certificate, at least four units must be at or above Level 1.
- **Level Flexibility:** Units are offered from Entry 1 through to Level 2, allowing us to tailor the challenge to each student's current ability while supporting their progression.

Delivery of Statutory RSE

Sex and Relationship Education is delivered as a cohesive unit focusing first on the foundations of healthy human interaction.

- **Sequential Learning:** Students must understand and experience the importance of building stable relationships with a variety of people before exploring sexual relationships.



- **Cross-Curricular Links:** Biological aspects are taught within the **Science** curriculum, while the social, emotional, and legal aspects (consent, safety, and digital behaviour) are covered within **PSHE Education**.

SEMH Safeguarding Protocols (The "Safe Word" System)

Given the sensitive nature of these topics for students with SEMH needs, delivery is governed by strict safety protocols:

- **Safe Communication:** Under the guidance of **Lisa (RSE Lead)**, students utilize **Safe Words** to signal when they feel emotionally overwhelmed. This empowers students to regulate their own participation and ensures the classroom remains a safe environment for all.
- **KCSIE Compliance:** All delivery is aligned with *Keeping Children Safe in Education*, ensuring that while we explore the possibility of sexual relationships, we do so by emphasizing legal boundaries, personal safety, and the "Right to Withdraw" where applicable.

Curriculum Framework: NCFE & PSHE Association

We have transitioned from AQA to a robust **NCFE-led curriculum**, mapped directly to the **PSHE Association's** three core pillars:

- **Health and Wellbeing:** Focused on physical health, mental wellbeing, and emotional regulation using tools like the **Zones of Regulation**.
- **Relationships (RSE):** Delivered through the **NCFE Level 1 RSHE Awards**, covering healthy boundaries, consent, and safe communication.
- **Living in the Wider World:** Utilizing the **NCFE Level 1 Certificate in Personal and Social Development (PSD)** to teach financial literacy, career readiness, and British Values.

Keeping Children Safe in Education (KCSIE)

In line with **KCSIE 2024/25**, our PSHE/RSE program is a primary preventative measure against abuse and exploitation:

- **Early Intervention:** We teach pupils to recognize the signs of grooming, coercion, and unhealthy relationships early on.



- **Online Safety:** Our NCFE units (specifically Unit 3) address the risks of the digital world, including "sexting" and online harassment, ensuring pupils know how to report concerns.
- **Vulnerability Awareness:** We recognize that our SEMH pupils may be more vulnerable to exploitation; our curriculum explicitly empowers them with the language to voice concerns to a trusted adult.

Promotion of British Values

Our curriculum ensures that students understand and respect the **Rule of Law, Individual Liberty, Democracy, and Mutual Respect**. We explicitly teach the **Equality Act 2010**, ensuring an environment free from discrimination, including homophobic, biphobic, and transphobic (HBT) bullying.

Monitoring and Review

This policy is a working document, reviewed annually by **Headteacher Jemma Westby** and the Senior Leadership Team. We maintain rigorous **NCFE Portfolios** as evidence of student progress and statutory compliance.

Next Review Date: May 2027

Approved By: Jemma Westby, Headteacher

Lead Practitioner: Lisa Redford, RSE Lead