CareTech Policies

Cambian

# Southlands School

## Policy name: PSHE and RSE



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| Policy Author | Laura Dickie, Head of Policy<br>Tonia Lewis, Education and Quality Improvement Lead |
| Approval Date | Feb 2026 |
| Policy Approver | Jo Dunn, Compliance, Regulation and Quality Director |
| Next Review Date | Feb 2029 |
| Version No. | 001 |
| Policy Level | Education |
| Staff groups affected | All Education |

### Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval**,** or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.

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| **Site Lead approver** | **Alison Priddle**<br>***Alison.Priddle@Cambiangroup.com*** |
| **Approval Date** | **September 2026** |
| **Next Review Date** | **February 2029** |
| **Version Number** | **001** |



**Alison Priddle**
**Principal/Responsible Individual**

**Date 01/09/2026**

## Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

| Term | Definition |
|---|---|
| **'Establishment' or 'Site'** | A generic term referring to the school/college owned by CareTech. |
| **Learner** | Any child or young person under the age of 18, or young adult over 18 who receives education. |
| **Service Head** | The senior person with overall responsibility for the school/college. |
| **Tutor/Teacher** | Members of staff who have teaching responsibility for learners at the school/college. |
| **Parent/Carer** | Parent or person with parental responsibility. |
| **Regulatory Authority** | The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland). |
| **Social Worker** | The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible. |
| **Placing Authority** | The local authority/agency responsible for placing the learner or commissioning the service. |
| **Local Authority** | The local authority for the establishment's location. |
| **Staff** | All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors. |

## 1. Southlands School Profile

We are an Ofsted registered co-education autism specialist day and residential school with an Ofsted registered children's home. We are registered to provide education and care, supported by our multi-disciplinary clinical team, for children and young people aged 7-19 years who have a primary diagnosis of Autism (ASD) or whose profile of need can be successfully supported by the use of autism specialist strategies. Our current cohort is 7-16yr16yrs but where appropriate, Post-16 provision for children, where it is agreed there is a need for additional stabilisation, development and to support onwards transition.

The majority of young people have an Education, Health, and Care Plan (EHCP) with their primary special need being ASD and require support to access education, have difficulty initiating or limited social interactions and need support with organisation and problem solving, which can hamper independence. They may typically be working at or above age-related expectations or with moderate/learning difficulties.

They may have a variety of additional special education needs associated with their autism spectrum challenges.

**'Supporting each other to flourish!'**

Every child at Southlands will be given opportunities to develop, self- compassion, self-respect, respect for others and positive and socially responsible behaviour, enabling them to enjoy success and purpose in their wider communities.

We will achieve this through our unwavering commitment to the highest standards with shared responsibilities between learners, parents, carers, educational providers and other public and voluntary organisations. At Southlands we are "one team" across the education, residential and clinical settings and all staff who work at Southlands understand we are collectively responsible for the academic and social development of every young person. Southlands staff are committed to promoting positive mental well-being to all, students and staff alike.

At the heart of this vision is our Southlands' expectation that all our partners share our ambition and our commitment to work collaboratively, so the needs and aspirations of the children and young people in our learning community are at the centre of everything that we do.

We believe that everyone has a personal best and we work hard to promote learning in a holistic sense and as a lifelong journey. At Southlands we have identified key principles that are important for our school, these values are promoted and embedded within the school curriculum and are the foundation of our ROADS rewards programme.

We believe we should demonstrate the following values:

**Kindness -** Incorporating kindness into our everyday lives, through actions as well as special acts of kindness, helps create a foundation of compassion, empathy, and positive behaviour that extends beyond the classroom. It equips children with

important life skills that promote their personal growth, meaningful relationships, and positive contributions to the world around them

**Respect -** Accepting somebody for who they are, even when they're different from you or you don't agree with them Respect in your relationships builds feelings of trust, safety, and wellbeing. Respect doesn't have to come naturally – it is something you earn.

**Resilience -** Being happy and successful after something difficult or challenging has happened. Being prepared to try again and not giving up.

**Safety -** Keeping ourselves and others free from harm

**Cherish** - Really valuing, loving, caring and protecting each other

## 2. Purpose

The purpose of this policy is to set out how our School delivers high-quality PSHE / RSE Education ensuring that all Learners develop the knowledge, skills and values needed to lead healthy, safe and fulfilling lives. Through this policy we aim to promote Learners' personal, social, emotional and economic development, support their wellbeing, strengthen relationships and community cohesion, and prepare them for the opportunities, responsibilities and experiences of adult life.

This policy governs the PSHE /RSE education and citizenship in our School encompasses all areas designed to promote Learners' personal, social and health development. It allows Learners to build the knowledge, skills and understanding they need to stay healthy and safe, develop worthwhile relationships, respect differences, improve independence and responsibility, and make the most of their own abilities and those of others. It has strong links with Spiritual, Moral, Social and Cultural (SMSC) / the National Healthy Schools Values.

## 3. Scope (Universal Application)

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

At Southlands School we implement these standards in accordance with the statutory and regulatory requirements of England, in which we operate as set out in **Appendix A**

## 4. Local Adaptation Requirement

This policy has been adapted locally to meet the requirements of Southlands School to reflect local operational procedures or national equivalents (e.g., safeguarding framework, inspection remit, curriculum/quality framework, data protection contacts)

## 5. Legal and Regulatory Context (Universal)

**Southlands School** is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

## 6. Aims

Southlands School recognises that the personal and social development of Learners is increasingly a major aim of education. Far from being on the fringes, PSHE / RSE education is at the heart of everything that takes place in our School/College. As Learners 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 different cultures and beliefs. Universities cry out for Learners who are more 'rounded', and workplaces of all shapes and sizes advertise for candidates who can show good interpersonal skills and an understanding of the needs of others.

We comply with all relevant national legislation and statutory requirements that apply in our School. This includes our duty to provide a balanced and broadly-based curriculum that promotes the spiritual, moral, cultural, mental and physical development of Learners, and prepares them for the opportunities, responsibilities and experiences of adult life.

Southlands School embraces this as the backbone of its PSHE / RSE education philosophy. With all this in mind, the PSHE / RSE education programme aims to instil an understanding in all Learners that academic success alone is not sufficient. PSHE / RSE education is concerned with the education of the whole person. It complements classroom teaching and supports the wider staff team in monitoring the emotional and social well-being of Learners.

We want our Learners to like themselves and to feel confident. To this end we will:

- promote a healthy lifestyle
- prepare Learners for the opportunities, responsibilities and experiences of adult life
- offer opportunities to achieve physical, psychological and social potential
- promote attitudes and behaviour which contribute positively to relationships
- promote positive attitudes towards equal opportunities and multicultural society
- encourage the development of personal skills needed to function successfully
- ensure Learners can understand and respond to risk, including extremism, new technologies, substance misuse, gangs, relationships and safety.

## 7. Programme Content

**Personal:** The personal aspects of PSHE / RSE education look to develop the whole individual. It supports the progression of qualities and skills Learners already have. Through becoming aware of their own emotions and how to manage them, Learners can feel empowered to deal with the challenges that life can bring. This also supports their independence and the capacity to take responsibility for their actions.

**Social:** The social element focuses on cohesion in both the School and wider community. It aims for Learners to live alongside one another regardless of race, sex, disability or faith and to judge all people fairly and equally. Learners learn to value each other's individuality and explore issues such as bullying including racist, homophobic and cyber-bullying. Relationships and Sex Education / Relationships and Sexuality Education (RSE) is also a crucial part of social and health education to ensure that Learners have the information and understanding to make informed choices.

**Health:** Health education aims to promote an understanding of a range of issues which impact upon lifelong health. It deals with promoting the importance of a balanced diet combined with physical activity to ensure a high level of physical and mental wellbeing. It also covers issues such as substance and alcohol misuse and the impacts this can have on the individual and others around them.

**Economic:** Economic education aims to teach Learners about the economy and how to manage their personal finances. It aims to provide Learners with knowledge and tools to improve their economic wellbeing and the ability to deal with the financial decisions they must make in the future.

## 8. Behaviour and Relationships

As part of our Behaviour and Relationships Policy, Southlands School believes all Learners and adults have the right to live in a supportive, caring environment on Site. Learners must feel safe and free from bullying and harassment including Cyber-bullying and prejudice-based bullying.

## 9. Spiritual, Moral, Social and Cultural Development (SMSC)

In our School we plan and provide effectively to develop Learners' SMSC awareness. (Welsh Sites deliver SMSC-aligned development through whole-School/College ethos, values and the Curriculum for Wales)

Learners are supported to strive for academic excellence and develop qualities of character needed to contribute positively to society.

We:

- support Learners to become confident contributors to their communities
- help them understand diverse cultures
- support appreciation of diversity and resistance to racism
- ensure understanding of risks including extremism and substance misuse

**SMSC aims include supporting Learners to:**

- develop confidence and self-esteem

- understand right and wrong
- accept responsibility
- take part in socially demanding activities
- develop leadership skills
- reflect on beliefs and values
- appreciate cultural diversity
- respect differences including gender, race, faith, culture, sexuality and disability
- understand public institutions in England (Wales: public institutions and civic structures relevant to Wales)
- participate in cultural, artistic and sporting opportunities

**Learners should understand:**

- democratic processes
- rule of law
- separation of powers
- freedom of belief
- tolerance
- discrimination and how to challenge it

**Objectives**

- We aim to:
- teach Learners facts about growth and development
- help them understand concepts like tolerance, respect and equality
- build skills for safety, discussion and decision-making
- encourage informed attitudes
- nurture a strong value set
- empower Learners to challenge stereotypes

## 10. Curriculum Delivery

At Southlands School we use curriculum, extracurricular experiences and interactions with teachers/tutors and other adults to support Learners' development. We provide broad opportunities across Sites. PSHE / RSE and citizenship are delivered through tutorials, assemblies and circle time. They are also delivered either individually or in groups as part of targeted intervention so that we can meet the needs of our students. Primary years are taught through Jigsaw.com. This allows them to address topics that are challenging and sometimes under resourced. They undertake a 360-degree review of what support is in the areas of RSE and PSHE - drawing upon current insights/advice from specialists within the education sector. In Key Stages 3 & 4, students are delivered a bespoke curriculum drawing from information from both Jigsaw and the PSHE Association and is modified by the PSHE lead in order to provide students with the information they need to live fuller lives in and outside of school, as part of their curriculum

## 11. Inclusion

PSHE RSE and Citizenship are taught to all Learners irrespective of ability. Teachers/tutors adapt learning for those with identified needs. Gifted Learners receive opportunities to lead.

## 12. Teaching and Assessment

PSHE is not a statutory subject in England and has no summative assessment. However, in Southlands School this is a key area of need for our children. In Key Stages 3 & 4, baseline assessments are used and reflected on with the tutor/teacher in order to gauge a student's engagement and learning in the topic areas.

Teachers/tutors use formative assessment, with discussion being a major method.

Drama and role-play help Learners explore ideas. Peer and self-assessment enable reflection.

## 13. RSE

RSE is delivered as part of PSHE / RSE by teachers/tutors of all genders.

## 14. Continuity, Progression and Cross-Curricular Links

Continuity is maintained through structured planning. PSHE / RSE links with science, literacy, geography, history and art. Coordination across teachers/tutors strengthens delivery.

## 15. Time Allocation and Staffing

PSHE / RSE is delivered by class teachers/tutors and through key worker sessions across all Sites. The Jigsaw programme underpins emotional and mental well-being along with a focus on the SMSC topics.

## 16. Equal Opportunities

All activities encourage full participation regardless of gender, culture, ability or background.

## 17. Assessment, Recording and Reporting

Assessment focuses on self-assessment, group work and discussion. Work may be recorded in written, oral, artistic or photographic formats.

## 18. Parental and Community Involvement

Parents are kept informed and invited to participate in events on Site. External agencies support delivery as part of a multi-agency team.

## 19. Monitoring

Monitoring is based on observation and discussion.

## 20. School/College Voice

Learner representatives are elected annually. The Principal discusses their feedback with the wider community.

## 21. Resources and Display

We use the Jigsaw programme. Displays across Sites showcase PSHE/RSE work and celebrate Learner achievement. We also include the use of Religious Studies that are undertaken three times a year to help underpin the SMSC content as well.

## 22. Learning Support Provision

PSHE / RSE offers diverse learning modes. Staff teams are aware of any sensitive issues. PSHE / RSE is not examined and does not require streaming.

## 23. Curriculum Enrichment

We offer trips, workshops and external speakers to enrich learning.

## 24. Development Priorities

- Build a strong programme of outside speakers
- Involve more classes in charity and community work
- Increase staff team training in PSHE / RSE delivery.

## Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

## Appendix A — England

England's PSHE framework is England's legal framework for PSHE is grounded by statutory duties and Ofsted's inspection requirements.

### 1. Ofsted — Education Inspection Framework (EIF)

**What this means:**

- The EIF sets how Ofsted evaluates curriculum, personal development, safeguarding and leadership. PSHE is a key part of the *Personal Development* judgement.

**What this requires:**

- A coherent PSHE curriculum that supports wellbeing, safety, inclusion and preparation for life.
- **Link: Education Inspection Framework (Ofsted)**
- https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025

### 2. Independent School Standards 2014 (ISS)

**What this means:**

The Independent School Standards legally require schools to promote pupils' welfare, SMSC development and high-quality education. PSHE directly supports Parts 1, 2 and 3. [schoolsweb...ire.gov.uk]

**What this requires:**

- PSHE must evidence SMSC, wellbeing, safety, equality and personal development.
- **Active links:**
- **Independent School Standards Regulations 2014** https://www.legislation.gov.uk/uksi/2014/3283
- **DfE Independent School Standards Guidance 2019** https://assets.publishing.service.gov.uk/media/67605baec80a844a7aa4b7cb/Independent_School_Standards_Guidance.pdf

### 3. Equality Act 2010 (Education Duties)

**What this means:**

Sites must eliminate discrimination, promote equality and foster good relations. PSHE supports these duties by promoting respect, inclusion and understanding of protected characteristics. [education.gov.scot]

**What this requires:**

- Inclusive PSHE content and accessibility for SEND learners.
- **Link: Equality Act 2010 — Education Guidance**
  https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

**4. Safeguarding**

**What this means:**

- National safeguarding expectations requires sites to use PSHE to develop learners' awareness of risk, safety, boundaries and help-seeking behaviours.

**What this requires:**

- PSHE must strengthen digital resilience, safe decision-making and protective behaviours.
- **Active link: Keeping Children Safe in Education (KCSIE)**
  https://www.gov.uk/government/publications/keeping-children-safe-in-education--2