



# Beaumont College

## Personal, Social, Health and Economic Education (PSHE) and Sexuality and Relationships Education (SRE) Policy

### Document Control

Initial purpose and scope of the new policy/procedure agreed by:	Julia Park September 2024
Delegated Reviewer	Lauren Hill
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### PSHE/ SRE

#### Our Mission and Vision

At Beaumont College we hold strong values and beliefs that the well-being, happiness and safety of the young people that attend college must be, and are, our priority.

Personal Social, Health Education (PSHE) and Sex, Relationship Education (SRE) are key vehicles through which we support young people with their personal development and the development of their emotional health and wellbeing.

We regard PSHE/SRE as being integral to the whole curriculum and is centrally embedded in all our teaching and learning activity and sits at the core of our college's ethos and values around the young people we support.

As well as underpinning the curriculum our PSHE/SRE policy supports the work of the student support team where students are also supported on an individual basis, confidentially, in co-production with the relevant pathway co-ordinator.

Our PSHE/SRE curriculum is broad and balanced and ensures that it promotes the spiritual, moral, cultural, mental and physical development of our young people and of society.

This policy should also be read in conjunction with Beaumont College 'Curriculum Strategy'.

Beaumont College actively plans to prepare our young people for the opportunities, responsibilities and experiences they already face and for their transition to adulthood.

### **Confidentiality Disclaimer**

Due to the content of PSHE/ SRE confidentiality cannot be guaranteed. If anything is disclosed by a learner to a staff member and the staff member feels a young person may be in danger, they will need to share this as part of the college's safeguarding policy and procedure. Disclosures can be shared with the Beaumont College safeguarding team. Our young people are supported to understand the boundaries of confidentiality at an appropriate level.

### **Safeguarding Disclaimer**

Due to the nature of material being shared and discussed, disclosures of a sensitive nature might be made, safeguarding guidance should be sought, and procedures followed as required **What is PSHE?**

Personal, social and health education (PSHE) helps to give young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help learners understand how they are developing personally and socially and helps them explore/ discuss many of the moral, social and cultural issues that are experienced as part of growing up. PSHE offers learning opportunities across and beyond the curriculum in sessions, in the community, at work, at home and within their local community.

Subjects explored in PSHE include:

- Bereavement
- Bullying
- On-line safety
- Appropriate mobile phone use
- Abuse
- Self-harm
- Terrorism (Prevent)
- Safety on the streets
- British Values
- Previous experiences

### **What is the purpose of our PSHE provision?**

Beaumont College believes that it is each staff members' responsibility to support young people in their PSHE development.

We believe it is vital to keep our young people safe during their college lifetime but understand that it is also important to provide each young person with the skills, knowledge and understanding to help them continue to keep themselves safe in their future lives.

This type of lifelong learning/ support needs to take place on many levels adjusted to student needs and according to their level of cognition and understanding. Beaumont College tailors PSHE learning to individuals but also to cohorts within our different learning pathways. However, our overarching aims are that:

- Young adults should be kept safe, secure and happy in college, at home or in their community
- Young adults should have equal access to the curriculum, regardless of ability, gender, race or religion

- Young adults develop an appreciation of the importance of responsible behaviour, courtesy and consideration of others
- The spiritual, moral, social and cultural development of young adults are promoted to prepare them to become valued members of an ever-changing, multi-cultural society **What is SRE?**

SRE Guidance (DfES 2000) provides the following definition:

‘It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.’

**SRE has three main elements:**

Attitudes and values :

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationship
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas ○ developing critical thinking as part of decision-making

Personal and social skills:

- Learning to manage emotions and relationships confidently and sensitively ○ developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- Learning and understanding physical development at appropriate stages; understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception; and ○ the avoidance of unplanned pregnancy.

**What is the purpose of our SRE provision?**

Our SRE learning is highly bespoke to the needs of each learner and is planned and delivered within a framework that holds core principles but can be sufficiently flexible so it can be delivered in various sensitively managed and confidential ‘safe learning spaces’.

SRE learning may only be delivered on a ‘who needs to know basis’, a process confidential to the key people supporting the learning for that young person. This maintenance of confidentiality is important in recognizing the status of a young adult with SEND, who has capacity and a legal right to make their own choices and decisions where it is deemed safe and appropriate.

**What is the main aim of our SRE provision?**

- To provide a framework in which sensitive discussions can take place
- To support young people to develop feelings of self-respect, confidence and empathy
- To create a positive culture around issues of sexuality and relationships

- To support learners to become better able to describe themselves and their bodies and discuss their feelings, emotions and orientation in a safety in their own unique way and in an environment that is without bias

### **How do we implement our PSHE/ SRE curriculum?**

Beaumont College offers both residential and day programmes in Lancaster with our satellite locations offering day learning programmes. All our college locations offer learning pathways for young people aged 16 to 25 who experience a broad range of physical and/or learning disabilities/ difficulties.

Students are offered a variety of specialist support from highly trained staff, working alongside our . Each student accesses an individual programme based on a combination of course choices that are tailored to meet individual needs and aspirations.

- This policy makes clear the College's commitment to supporting Personal, Social, Health and Economic education (PSHE) for all students.
- The College has a Person Centred ethos focused on ability, where individuals are respected, celebrated and supported to reach their full potential.
- The College takes the view that the development of PSHE is everyone's responsibility and that everyone has a role to play.

### **What are the outcomes for our young people?**

Our PHSE curriculum aims to support learners develop skills in line with their individual learning needs.

#### **These outcomes vary across pathways and include but are not exclusive to:**

- Experiencing taking and sharing responsibility.
- Feeling positive about themselves and others.
- Reflecting on their perceptions and experiences.
- Developing the understanding, language, communication skills and strategies required to exercise personal autonomy wherever possible.
- Carrying out or take part in daily personal living routines.
- Making real decisions (with support where necessary so that they can act upon them).
- Taking part in group activities and make contributions.
- Developing and maintaining positive relationships and interactions with others.
- Recognising and celebrating their achievements and success

### **Who is responsible for the policy?**

- The College Senior Leadership Team has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory and Salutem policies and procedures. The Senior Leadership Team works collaboratively with the multi- disciplinary team at college to ensure that appropriately relevant and up to date learning programmes and suites of bespoke learning opportunities are available to learners and delivered against their assessed needs.

- College Governance and the Senior Leadership Team, Pathway Co-ordinators and Lead Tutors at each site have a specific responsibility to ensure there is a fair application of this policy and in engaging all members of staff to ensure its success.

### **Key responsibilities:**

The College has a responsibility to ensure that:

- Learner voice is promoted across all Pathways and at all college sites
- Academic and pastoral achievements are celebrated, recognised and recorded for everyone
- Learners have opportunities to develop a sense of worth by ensuring they have opportunities to participate in activities appropriate to their learning needs
- Learners have access to the appropriate support and materials that meets their needs
- That there is a named Designated Lead for PSHE within each Pathway and at each college site
- That staff receive adequate training within their designated subject areas in relation to PSHE **Lead**

### **Members of staff:**

Whilst all staff have a responsibility to promote the mental health of pupils, the following staff have a specific leadership role in this area:

- Interim Assistant Principal (Curriculum) – Lauren Hill
- Positive Behaviour Support Lead – Rebecca Hodgson
- Speech and Language Therapist – Catherine Maunder
- Pathway Coordinators SC/CI/SIL/ATL/SLW (Lancaster Campus)
- Trained teachers for PSHE across Day College locations
- Lead Tutors – South Lakes, Carlisle, Blackpool and West Sussex.

### **Teaching and PSHE:**

PSHE is jointly co-ordinated by the Assistant Principal, Pathway Co-ordinators and Lead Tutors. Key members of the multi-disciplinary team, families and other stakeholders involved in supporting each learner will also inform PSHE delivery. This is particularly relevant when more bespoke learning is delivered with young adults.

Delivery is embedded into curriculum subjects whereby appropriate content is identified and included in the subject schemes of work and Tutors differentiate teaching to meet the learning needs of individuals.

Due to the nature of the college's person-centred curriculum, PSHE outcomes are aligned with EHCP (Education Health and Care Plans) and ILP's (Individual Learning Plans) and more generalised content is delivered and assessed within timetabled subjects.

Where there is a specific need identified for individual learners, there is provision for bespoke for 1:1 input provided by more specialist staff or staff assessed as being more familiar and 'safe' to the person receiving this.

PSHE underpins the colleges varied curriculum and the development of this policy fully aligns with the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and 'Health Education', from the Department for Education (DfE). This guidance aligns to the 'Equality Act' (2010) and to the 'Children and Families Act' (2014). Person-centred planning ensures that the PSHE curriculum offer is 'real and relevant' to the learners' needs.

The PSHE framework is embedded into a variety of subjects to ensure learning is transferable and targeted to preparing for adulthood. We have used the PSHE Association planning framework to ensure the breadth of our PSHE offer encompasses learning needs across all the five 'pathways' offered at Beaumont College and includes opportunities, where appropriate, to monitor progress towards Gatsby Benchmarks for careers education as part of the DfE Careers Strategy.

The 'PHSE Association Planning Framework' has been used to inform our PSHE curriculum and also to develop our policy. This framework is organised into six sections and each of the six sections is subdivided into topic areas, as set out below. Please note that there is overlap between the topic areas and sections, for example, mental health and online safety are explicitly covered in some topic areas but are also integrated throughout all six sections where appropriate.

- **Self-Awareness** - (Me, who I am, my likes, dislikes, strengths and interests)
- **Self-care, Support and Safety** (Looking after self and keeping safe; aspects of Relationships and Sex Education.)
  - **Managing Feelings** (Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education)
  - **Changing and Growing** (How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education)
- **Healthy Lifestyles** (Being and keeping healthy, physically and mentally)
- **The World I Live In** (Living confidently in the wider world)

PSHE education is a planned, developmental programme of learning through which learners acquire the knowledge, understanding and skills they need to advocate within their lives now and in the future. As part of a whole-college approach, PSHE education develops the qualities and attributes learners need to thrive as individuals, family members and members of society.

#### **Working with parents/carers:**

To support parents/carers, the College will:

- Ensure that all parents/carers are aware of a key contact in college who they can talk to and share any concerns about their young person
- Make the PSHE Policy easily accessible to parents/carers
- Share ideas about how parents/carers can support the development of PSHE topics at home to promote transferable skills
- Keep parents/carers informed about the PSHE topics which are covered within the curriculum and consult with parents where appropriate regarding content

#### **Signposting:**

- Leaders will ensure that staff, learners and parents/carers are aware of what support is available within college and signpost to resources that provide access to further support
- Leaders will share information regarding PSHE via the college's website and social media accounts
- Referrals to external support services will be undertaken in collaboration with parents/carers where appropriate

#### **Working with other departments, agencies and partners:**

As part of our person - centred offer, where appropriate, the College will work with other agencies to support Learner' mental health and emotional wellbeing including but not exclusive to:

- Behaviour Support Team and associated services for students
- Social Workers
- The Learning Disability Team – Adult Social Care
- CAMHS (Child and Adolescent Mental Health Service)

- Continuing Health Care Teams

**Training:**

All staff will receive regular child protection and safeguarding training to enable them to keep learners safe. Training opportunities for staff who require more in-depth knowledge will be considered as part of the performance appraisal process. Additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more learner

**Success will be measured in following ways:**

- All staff will have confidence in their own skills when delivering PSHE/SRE
- There will be clarity for all staff on the component parts of the whole-college approach to PSHE/SRE
- Learners will demonstrate learning appropriate to their needs across all Pathways
- Progress will be evidenced against identified PSHE outcomes
- Parents and carers will be aware of the roles and support available within the College

**This policy is linked to the following resources available on the Beaumont College website:**

- Safeguarding Policy
- Saludem Safeguarding Adults Policy and Procedure

**The following resources and guidance were used to inform this policy:**

- Sex Education Forum (2026) RSE resources list – SEND
- PSHE Association (2026) Planning Framework for pupils with SEND
- Department for Education (2019) Relationships education, relationships and sex education and health education – statutory guidance
- Sex Education Forum training courses and webinars

**Version Control:**

Version Number	Date	Status	Changes
V1.0	24 02 25	Final	N/A
V2.0	13 01 26	Final	Resources used to inform policy changed and name changes within the document for relevant staff members

