PSHE & SRE POLICY

Policy implemented:	September 2024
Last reviewed:	September 2026
Next review due:	September 2027

EQUALITY AND DIVERSITY STATEMENT

Salutem Care & Education is committed to the fair and equitable treatment of all individuals in accordance with the Equality Act 2010. An Equality Impact Assessment has been completed for this policy to ensure it can be applied consistently and without discrimination. Salutem Care & Education is committed to safe, high-quality, person-centred services that uphold people's rights and dignity.

All colleagues (including volunteers, agency workers and contractors) must follow this policy, guided by our values. Policies are reviewed every two years; if a review is delayed, the current version remains in force until approved by the Policy Sponsor.

Training will support understanding, and people we support will be involved in reviews. Local procedures may support this policy, but corporate policies must not be changed locally without formal approval.

This policy must be shared with all colleagues. The controlled version is on BLINK; printed/downloaded copies may be out of date

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1. Summary

1.1 Purpose

At Beaumont College, we hold strong values and beliefs that the wellbeing, happiness, safety and individual rights of our learners must always be our priority. We recognise that Personal, Social, Health and Economic Education (PSHE) and Sexuality and Relationships Education (SRE) play a vital role in supporting learners to develop the knowledge, skills and understanding required to lead healthy, safe, fulfilling and increasingly independent lives.

As a specialist post-16 college, we recognise that every learner has unique strengths, aspirations and support needs. Our approach to PSHE and SRE reflects this individuality and is underpinned by person-centred planning, high expectations and a commitment to preparing learners for adulthood.

Through meaningful and relevant learning experiences, we seek to support learners to navigate relationships, understand their rights and responsibilities, maintain their physical and emotional wellbeing, participate confidently in their communities and make informed decisions about their lives.

PSHE and SRE are embedded throughout the wider curriculum and are central to the College's ethos, values and educational provision. They support spiritual, moral, social and cultural development and contribute significantly to the development of confidence, resilience, self-awareness and independence.

1.2 Scope

This policy applies to all learners across Beaumont College and provides the framework through which PSHE and SRE are planned, delivered, monitored and evaluated. It applies to curriculum delivery, pastoral support, individual interventions, tutorials, community-based learning experiences and residential provision where applicable.

This policy should be read in conjunction with the College Curriculum Strategy and associated safeguarding and SEND policies.

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2. Document Control

Policy Sponsor (Name & Role):	Vicky Muncaster (Assistant Principal)
Policy Reviewer (Name & Role):	Aaron Churchyard (Quality Manager for Education)
Approved by (Name/Role):	Melinda Glover (Quality Assurance Inspection & Regulation Director)
Date Implemented:	September 2024
Last Reviewed:	September 2026
Next Review Due:	September 2027
Version Number:	V2.0
Controlled Copy Location:	☐ BLINK ☐ Education Policy Hub
Policy category (tick):	☐Safeguarding ☐ Health & Safety ☐ Care practice ☐ HR/People ☐ Education ☐ Information Governance ☐ Other: [ ]
Policy Applies to:	**People we Support** ☐ Children/young people ☐ Families/Carers ☐ Adults ☐ Learners **Workforce** ☐ Permanent ☐ Volunteers ☐ Bank ☐ Contractors ☐ Agency ☐ Other: [ ]

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4. Definitions

PSHE
Personal, Social, Health and Economic Education.

SRE
Sexuality and Relationships Education.

EHCP
Education, Health and Care Plan.

Individual Learning Plan (ILP)

A personalised programme of learning designed around a learner's assessed needs, aspirations and outcomes.

Preparing for Adulthood

The development of skills, knowledge and experiences that support progression towards independence, employment, community participation, healthy lifestyles and positive relationships.

Safeguarding

The action taken to promote the welfare of learners and protect them from harm, abuse, neglect, exploitation and radicalisation.

Principles

5.1 General Principles

Beaumont College is committed to providing a safe, inclusive and supportive environment in which all learners can thrive. We believe that effective PSHE and SRE education empowers learners to understand themselves, develop positive relationships, maintain good health and wellbeing, exercise choice and control and participate meaningfully in society.

We recognise that learners accessing our provision may have a wide range of communication needs, learning disabilities, physical disabilities, sensory needs and social, emotional or mental health needs. As a result, PSHE and SRE learning is highly individualised and delivered through approaches that are meaningful, accessible and relevant to each learner's level of understanding, communication style and personal aspirations.

Our approach is underpinned by respect, dignity, inclusion and the promotion of learner voice. We seek to ensure that all learners are provided with opportunities to discuss, explore and understand topics that affect their lives now and in the future, enabling them to develop confidence, resilience and increasing independence.

5.2 Safeguarding and Confidentiality

The College recognises that PSHE and SRE education may involve discussion of sensitive topics and personal experiences. While learners are encouraged to engage in open and meaningful conversations, staff cannot guarantee confidentiality where information is disclosed which raises concerns regarding the safety or welfare of a learner or another individual.

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Where safeguarding concerns are identified, staff will follow the College's safeguarding procedures and seek advice from the safeguarding team as appropriate. Learners will be supported to understand the boundaries of confidentiality in a manner that is appropriate to their level of understanding and communication needs.

PSHE and SRE education also plays an important role in safeguarding learners by supporting understanding of healthy relationships, personal boundaries, consent, online safety, exploitation, abuse prevention, community safety and personal wellbeing.

5.3 PSHE Curriculum

PSHE education helps learners develop the knowledge, understanding and practical skills required to lead healthy, confident and increasingly independent lives. It supports learners to understand themselves and others, develop positive relationships, make informed choices and engage safely with the wider world.

Learning opportunities are carefully planned to reflect the needs of learners and may include areas such as:

- Mental health and emotional wellbeing.
- Personal safety.
- Online safety.
- Bullying and discrimination.
- British Values.
- Prevent and radicalisation awareness.
- Community participation.
- Healthy lifestyles.
- Relationships.
- Self-advocacy.
- Emotional regulation.
- Bereavement and loss.

PSHE learning is embedded throughout the curriculum and enhanced through community experiences, work-related learning, tutorials and personalised interventions where appropriate.

5.4 Sexuality and Relationships Education

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The College recognises that learners have a right to access age-appropriate and developmentally appropriate information that supports them to understand relationships, sexuality, safety and personal wellbeing.

Our SRE provision is delivered within a framework that promotes dignity, respect and inclusion. Learning is delivered sensitively and in ways that reflect individual communication needs, levels of understanding and personal circumstances.

SRE may include learning related to:

- Healthy and positive relationships.
- Friendship and social interaction.
- Respect and personal boundaries.
- Consent.
- Human development.
- Sexual health.
- Online relationships.
- Recognising unsafe situations.
- Self-respect and self-esteem.
- Understanding feelings and emotions.

The College recognises that some learners may require highly personalised SRE support. Where appropriate, learning may be delivered through individual sessions involving trusted professionals and staff members who know the learner well.

5.5 Equality, Diversity and Inclusion

Beaumont College is committed to creating an environment in which diversity is celebrated and all learners feel valued, respected and included.

PSHE and SRE education promotes understanding, acceptance and respect for individual differences and supports learners to develop positive attitudes towards themselves and others.

Learning opportunities encourage understanding of equality, rights, responsibilities, diversity and inclusion while challenging discrimination, prejudice and stereotypes.

Reasonable adjustments will be made wherever required to ensure that all learners can access meaningful and relevant learning experiences.

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5.6 Preparing for Adulthood

Preparing learners for adulthood is a central objective of the College's PSHE and SRE provision. Learning is designed to support learners to develop the knowledge, confidence and practical skills necessary to participate successfully in adult life.

This includes supporting learners to:

- Develop independence.
- Build healthy relationships.
- Make informed decisions.
- Engage safely within their communities.
- Manage their own wellbeing.
- Understand personal responsibilities.
- Increase self-advocacy skills.
- Prepare for future education, employment and adult living.

Through person-centred planning, PSHE and SRE learning contributes to the achievement of EHCP outcomes and helps learners progress towards their personal aspirations.

5.7 Curriculum Delivery

PSHE and SRE are delivered through a whole-college approach and are embedded throughout the curriculum. Learning is integrated across pathway programmes and is aligned with EHCP outcomes, Individual Learning Plans and Preparing for Adulthood outcomes.

The College uses a range of approaches to support learning, including group activities, practical experiences, classroom-based teaching, tutorials, community learning, work-related learning and specialist interventions. Delivery is differentiated to ensure learning remains relevant, accessible and meaningful.

The College utilises recognised frameworks, including the PSHE Association Planning Framework for Learners with SEND, to ensure breadth, progression and relevance across all learning pathways.

5.8 Learner Voice

Learner voice is a fundamental aspect of life at Beaumont College. We are committed to ensuring that learners are actively involved in shaping their learning experiences and contributing to decisions that affect their lives.

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PSHE and SRE learning provides opportunities for learners to express preferences, communicate opinions, make choices, reflect upon experiences and develop self-advocacy skills. These opportunities support learners to become active participants in their education and future planning.

5.9 Working with Parents, Carers and Professionals

The College values strong partnerships with parents, carers and professionals and recognises the important role that these relationships play in supporting learner development and wellbeing. Parents and carers will be supported through access to information about the curriculum and opportunities to discuss individual learning needs where appropriate. The College also works collaboratively with external professionals and agencies to ensure coordinated support for learners.

This may include working alongside:

- Speech and Language Therapists.
- Positive Behaviour Support Teams.
- Social Workers.
- Adult Social Care Teams.
- Health Professionals.
- Continuing Health Care Services.
- Other specialist agencies.

5.10 Outcomes for Learners

The College's PSHE and SRE curriculum aims to support learners to develop confidence, independence and the skills necessary for successful adult life.

Outcomes vary according to individual needs but may include increased self-awareness, improved communication, enhanced personal safety, stronger relationships, greater independence, improved emotional wellbeing, increased participation in community life and the development of skills required for future aspirations and ambitions.

6. Monitoring, Audit and Compliance

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The College is committed to ensuring that PSHE and SRE provision remains effective, relevant and responsive to learner need. Curriculum delivery, learner progress and EHCP outcomes are reviewed through established quality assurance processes, including observations, curriculum reviews, learner voice activities, annual reviews and stakeholder feedback.

Information gathered through monitoring activities is used to inform curriculum development, staff training, resource allocation and continuous improvement planning. The policy will be reviewed annually or sooner where changes to legislation, guidance or organisational requirements necessitate revision.

7. Areas of Responsibility

Senior Leadership Team

Provide strategic oversight of PSHE and SRE provision and ensure compliance with statutory and organisational requirements.

Assistant Principals

Lead the implementation, development and quality assurance of PSHE and SRE across the College.

Pathway Coordinators

Support planning, delivery and monitoring within their designated learning pathways and sites.

Teaching and Support Staff

Deliver high-quality learning experiences and promote learner wellbeing, inclusion and personal development.

Safeguarding Team

Provide advice and oversight regarding safeguarding matters arising from PSHE and SRE delivery.

Learners

Actively participate in learning opportunities and contribute to the development of their individual goals and aspirations.

Parents and Carers

Work in partnership with the College to support learning, wellbeing and positive outcomes.

8. Learning and Development

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The College is committed to ensuring that staff have the skills, knowledge and confidence required to deliver effective PSHE and SRE provision.

All staff receive safeguarding training and access to continuing professional development relevant to their role. Additional training opportunities relating to PSHE, SRE, SEND, equality and diversity, mental health and wellbeing, communication and behaviour support will be provided where appropriate.

Learning from quality assurance activities, curriculum reviews and learner outcomes will inform future training priorities.

9. Associated Documents

- Curriculum Strategy
- Safeguarding and Child Protection Policy
- Safeguarding Adults Policy and Procedure
- SEND Policy
- Positive Behaviour Support Policy
- Equality, Diversity and Inclusion Policy
- Online Safety Policy
- Complaints Policy

10. Legal, Regulatory & Standards Framework

This policy has been developed with regard to:

- Equality Act 2010
- Human Rights Act 1998
- Children Act 1989
- Children Act 2004
- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Prevent Duty Guidance

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- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance
- PSHE Association Guidance for Learners with SEND

The College will ensure that all PSHE and SRE learning is delivered in a manner that promotes safeguarding, equality, learner wellbeing and preparation for adulthood.

11. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Author	Summary of Changes	Approved By
V1	February 2025	Julia Parks	New policy	Craig Harris
V1.1	January 2026	Lauren Hill	Reviewed	Aaron Churchyard
V2.0	September 2026	Vicky Muncaster	Policy fully reviewed and restructured into the organisational policy framework. Strengthened governance, safeguarding, equality, learner voice, preparing for adulthood, curriculum delivery, monitoring and accountability arrangements. Existing PSHE and SRE curriculum principles retained.	Aaron Churchyard

12. Appendices

- Appendix A: (e.g., checklist)
- Appendix B: (e.g., flowchart)

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