



## Rationale for PSHE & RSE Doubletrees School

Updated Feb 2026  
Review due Feb 2028

### School Context

Doubletrees school is a 2-19 provision. We have three learning pathways within school. The pre-formal learning pathway, known as engagement, where learners follow Routes for Learning and the Engagement Model approach in a non-subject-specific way. The exploration cohort, which is a semi-formal learning pathway, where learners access the pre-requisites to learning and the early stages of the National Curriculum. The third pathway is our Discovery pathway, where learners access the National curriculum through formal learning opportunities. We have an EYFS and upper school provision, including post 16.

Our learners are complex and diverse and we take a personalised learning approach to our curriculum, making adaptations to ensure that learning is accessible to all.

### Intent

PSHE (including Relationships and Sex Education) at Doubletrees School forms an integral part of our whole school curriculum offer that aims to provide our learners with the necessary knowledge, skills and attitudes to lead healthy, happy and safe lives. We recognize that our students have unique needs and challenges and we aim to address these through a tailored, inclusive and well-organised PSHE curriculum that is aspirational and that will play a crucial role in supporting our learners' additional vulnerabilities.

*Our approach is led by our school core values of Achieve, Belong, Develop, Communicate and Enjoy:*

**Achieve** – Through a rolling programme that allows for PSHE content to be taught at learners' developmental levels, we aim for learners to gain the skills and knowledge needed to achieve increased independence in wider aspects of their lives. We hope that learners become equipped with the knowledge needed to keep themselves and others safe as they grow up. It is important to us that learners develop body autonomy by learning about changes their bodies may go through during puberty and how a healthy lifestyle can be achieved. We hope that this increased awareness begins to support their personal safety skills and understanding of consent, negotiation and what is meant by public and private.

**Belong** – We want learners to develop a sense of belonging, safety and security; not just as part of their class, school or family, but also in their local community. It is important that our learners understand what is meant by inclusion, diversity and what protected characteristics and British Values are. Learners need to be able to celebrate the similarities and differences of themselves and the people around them. We need to explore what their rights and responsibilities are, both personally and in the wider community and begin to break down stereotypes through community engagement.

**Communicate** – With many of our learners having significant communication difficulties, it is crucial that communicating key aspects within PSHE and RSE is taught, practised and modelled as a significant part of our curriculum. Our learners need to know how to communicate their choices and preferences effectively and need to know how to negotiate against undesirable situations. They have a right to be safe and feel safe and need to know who they can communicate their thoughts and feelings with when something doesn't feel safe or right. Our learners also need to be supported to develop effective communication and social skills with their peers.

**Develop** – We aim to develop our learners' understanding of different relationships and the acceptable and unacceptable behaviour that can occur within them. We want learners to be able to experience and form meaningful, trusting and safe relationships as they grow and begin to navigate the world with increasing independence. We also want learners to develop the skill of self-regulation so that they can navigate their thoughts, feelings and behaviour safely, which begins with accepting co-regulation support from trusted adults. Learners will then begin to understand their own feelings and the feelings of others and will form strategies that they can use to help them when strong feelings occur.

**Enjoy** – It is important that our PSHE curriculum fosters a sense of curiosity about the wider world. When learners leave us, we want them to be ready to enjoy their transition into the wider community. Learners therefore need to be accepting of new experiences and need to have developed resilience and confidence during their time with us so that they are capable and self-assured in their ability to transition into their adult life. In developing a sense of personal worth and experience in accessing the local community, we hope that this transition will be more enjoyable for learners and less daunting for both them and their families.

## Implementation

We recognise the importance of PSHE/RSE and have created an ambitious framework that recognises the complexity of the learners within our school. Our offer has been created using the PSHE Association's PSHE Education Planning Framework for Pupils with SEND. This ensures that we are covering all of the relevant statutory content from the Department for Education PSHE guidance linked to relationships, sex education and health education. All learners from EYFS – Post 16 study this subject area via our school offer due to its vital importance, but how this is studied varies depending on the age and pathway of our learners.

Our PSHE curriculum offer is inclusive of EYFS - Post 16. It is organised into EYFS, Year 1, KS2, KS3, KS4/Post 16, with the units for KS2, KS3 and KS4/5 being organised into rolling programs to account for the amount of time that learners will remain in those age-phases, whilst also allowing for necessary repetition and re-visiting of key content.

Teachers are expected to use tailored approaches to planning and teaching, ensuring high levels of differentiation which enable all pupils access this content. Teachers will use the PSHE units to work towards specific end points, building upon what pupils already know/can do and ensuring that they plan well-structured sequences of learning. These will be mapped out onto half-termly medium term plans so that these sequences can be clearly identified. Teacher assessments will support them to identify where on the continuum for each unit their learners are working, whether that be Encountering, Foundation, Core, Development, Enrichment or Enhancement. They will use the statements in the units as their learning objectives (end points) and then break them down in personalized learning aims that map out a structured sequence of learning.

### **Key features of our PSHE/RSE curriculum include:**

- The content of the curriculum, based on the PSHE Association's SEND guidance, is structured into 6 key themes: Self-Awareness, Healthy Lifestyles, Self-Care, Support & Safety, Managing Feelings, Changing & Growing and The World I Live In. These units incorporate both PSHE and RSE content, meaning that the two subjects don't need to be planned for discretely and form part of a whole curriculum package.
- The units have been carefully mapped out in a way that ensures breadth of coverage each year, as well as a breadth of coverage during a rolling cycle. Where possible, similar themes are paired across both half-terms to allow for longer sequences of learning to be planned for.
- The curriculum is organised by key stage, but allows for personalisation due to units being differentiated from Encountering all the way to Enhancement. This means that teachers can personalise their planning to ensure that whilst statutory age-related content is being taught, it is being done so at a developmentally appropriate level. It also means that even when learners re-visit a unit, there is a clear sequence of progression that enables them to move onto the next stage of their learning within a key theme, without simply repeating it; there is therefore ALWAYS the opportunity to progress learners. These units allow for teachers to clearly see the progression of key knowledge and skills.

- We have specified Safeguarding units mapped out for our Discovery learners through the NSPCC Speak Out/Stay Safe programme. There are also opportunities built in to the curriculum for responsive RSE. With learner safety being so important, if there are any behaviours within classes or phases that are concerning or sexualized in nature, teachers have the opportunity to plan RSE sessions to address these issues. This doesn't have to occur only when identified on the whole school curriculum map, and can be planned into a half-term if need (for example, teachers may plan for a 4 lesson sequence linked to their named unit and may decide teach responsive RSE for the remaining 2 sessions if needed).
- Units have been carefully annotated to clearly identify links to all statutory content coverage and relevant resources to support teachers' knowledge of where key themes and ideas are being covered. Annotated links on each unit include: Links to RSE stories, So SAFE & Bubbles to Protect (some key resources/training links we have in school), links to British Values, Protected Characteristics, Safeguarding Links, Online Safety, Pupil Voice, Work Related Learning/Careers and Aspirations and links to Science curriculum content.

### **PSHE across our different pathways:**

**EYFS:** Our EYFS learners will follow the Early Years Foundation Stage Statutory Framework following the guidance linked to the area Personal, Social and Emotional Development (PSED). This is split into 3 areas: Building Relationships, Managing Self and Self-Regulation. There will be an evidence focus for each term linked to these areas mapped out on our whole school curriculum map to encourage the capturing of clear sequences of learning, although all of these areas will be encouraged, taught, developed and captured all of the time due our focus in the EYFS being predominantly linked to the three Early Years prime areas. How learners access this curriculum will depend on their pathway, but will also predominately be taught through their PLG's linked to the SEMH and C&I areas of their EHCP's. If there are Year 1 students that remain in our EYFS provision, then they will access the Year 1 units within our whole school curriculum offer to transition them into more formal PSHE learning.

**Engagement:** For our pre-formal learners, who do not access subject-specific learning, we recognise the importance of them having equal opportunities to access the pre-requisites of very early PSHE/RSE concepts that are often identified within the SEMH strands of learning. The inclusion of the 'Encountering' stage within each PSHE unit means that our engagement pathway can access the early concepts within our whole school curriculum offer where appropriate, due to the ideas it provides for each theme linked to different stimuli, whilst also incorporating PSHE through their C&I and SEMH PLG targets as they continue to access learning through a holistic curriculum and the Engagement Model approach.

**Exploration and Discovery:** As our pupils within our Exploration & Discovery pathways are at such different stages of learning they require highly differentiated teaching & learning approaches, therefore, differentiation within the identified units for all pupils is essential to our teaching delivery. Key stages will endeavor to plan together to ensure carefully planned sequences, but it is likely than Exploration & Discovery classes will be working at different stages within each unit depending on learners' developmental levels. Learners in these pathways will have a timetabled weekly PSHE lesson, including a variety of teaching methods, such as experiential learning, role-play, whole-class sessions, discussion, reflection, group-work or structured individual adult-led tasks. As well as being taught via subject specific sessions, PSHE learning is further pursued through cross-curricular links (such as links to the science curriculum) & links to learners' individual PLG's (Personalised Learning Goals), such as their SEMH and C&I targets, especially in the Exploration pathway where a lot of PSHE learning will be experiential and involve practicing key skills. As learners in these pathways reach Post 16, links will also be made to their Preparing for Adulthood EHCP targets as they begin to reach the age where they will transition into adult-life.

### **Impact - Assessment of outcomes**

All pupils will develop a further understanding of themselves, the world in which they live and their place within that world, providing them with opportunities to continue to develop their personal autonomy & independence in decisions made relating to their personal health & safety. Pupils will continue to develop and acquire the skills, knowledge & understanding, which include the language & strategies they need in order to live healthy, safe, fulfilling, responsible & balanced lives. Pupils continue to develop, form & maintain positive and meaningful relationships outside of the relationships they experience in their family unit. Pupils will have a developed ability to make more responsible, informed choices, successfully using & applying the skills they have acquired.

Regular monitoring carried out by the PSHE lead will identify effective PSHE teaching and learning across the school through evidence that demonstrates an effective, sequenced delivery of the curriculum, as well as evidence identifying the impact upon pupils' learning via the progress that they make over time through assessment outcomes (PSHE association/SEMH data).