

Personal, Social, Health and Economic Education (PSHEE)

&

Relationships and Sex and Health Education (RSHE)

Policy and Procedures

Avenue House School



Approved by:	Natalia Ambridge	Date: April 2024
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Last reviewed on:	April 2024
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Next review due by:	April 2025
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Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.⁴ They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

1. Policy Aims

Through the delivery of high-quality, evidence-based and age-appropriate Relationships, Sex and Health Education, Avenue House School aims to help prepare pupils for the onset of puberty, give them an understanding of the development and the importance of health and hygiene, create a positive culture to relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education here, Avenue House hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

This policy has been developed in consultation with parents and staff from Avenue House School, to ensure that it meets the needs of the school community. The policy is available on our website and will be reviewed and approved by the Governors and Senior Leadership Team, annually, and or when required.

2. Definitions

Relationships Education

Relationships Education is about pupils being taught different relationships including about friendships, family and the people that can help them. Respect for others is also taught in an age-appropriate way with a focus on healthy relationships that pupils will encounter. This also applies to **online relationships**, to ensure that children are safe when online and that others can use their information in a way that they may not expect.

This teaching will include different types of families that provide a nurturing environment for children, including for example single-parent families, families headed by grandparents, adoptive parents, and LGBTQ parents among others. The purpose of this is to ensure that there

is no stigmatisation of different families and to show people come from different backgrounds.

3. Roles and Responsibilities

Governing Body

The Governors and Proprietor will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the Headteacher to account for the implementation of the policy.

Headteacher

The Headteacher, with support from the Senior Leadership Team and PSHEE Lead, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation.

Staff

The PSHEE Coordinator, Miss Ahmad, will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed, and timetabled appropriately. She will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding, RSHE provision.

Mr. Sheppard, Deputy Head- Pastoral, and Ms. Malik, Wellbeing Lead will lead the teaching of the RSHE lessons with Year 6.

All class teachers will ensure that they are up to date with school policy and curriculum requirements, attending and engaging in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they will take this concern to the appropriate teacher or/and SLT.

Resources used by school to teach PSHEE:

[PSHE Association website.](#)

Parents

Avenue House School will work together with parents, supporting the children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHEE lessons.

Pupils

Pupils are expected to attend PSHEE and Relationships Education lessons that are in their school timetable. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development.

Pupils should support one another with issues that arise through lessons by listening in class and being considerate of other people's feelings and beliefs. Complying with confidentiality rules that are set in class, are key to effective provision.

4. Implementation and Curriculum

Avenue House School must implement the Relationships, Sex and Health policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide lessons that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Avenue House School understands that different pupils of the same age may develop at different stages and staff will be able to plan provisions to take into account these differences.

Appendix 1 sets out the themes that will be taught to pupils in each class, within an academic year. Given the age of primary pupils, the focus of the curriculum is on the relationships of pupils, with their family members, friends and online relationships.

Avenue House School wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.

By the end of their primary education, Avenue House School expects pupils to know the information set out in **Appendix 2**.

Pupils with Special Educational Needs

Avenue House School works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSHE.

Avenue House School will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- use of expert guest speakers
- using DVDs or video
- group and paired activities.

Withdrawal from Relationships, Sex and Health Education (RSHE) in Year 6

Avenue House School hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children. Parents of pupils in Year 6 are informed via a letter of what will be taught in the RSHE lessons before those lessons being delivered.

It is a statutory right of parents or carers to withdraw the children in their care from sex education lessons that make up part of the RSHE programme. If parents wish to withdraw their child, they should email or write to the Pastoral Deputy Headteacher, Mr Sheppard, or the Wellbeing Lead, Ms Malik, expressing their wish to withdraw their child.

Parents cannot withdraw their child from the elements of human growth and reproduction which fall under the National Curriculum for Science.

The National Curriculum for Science covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and reproduction in some plants

Equal Opportunities

The School has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against. PSHE lessons provide a good background for talking openly and teaching about the **nine protected characteristics**; age, disability, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity, and gender reassignment.

Safeguarding and Confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Safeguarding training includes the importance of confidentiality alongside GDPR training.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedures** will be followed.

The Child Protection and Safeguarding Policy can be found in the School/Downloads section on the school website: www.avenuehouse.org or a copy may be requested from the school office.

5. Monitoring, Review and Evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. We aim to provide relationship education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the curriculum yearly and will inform parents of any revisions to the policy or curriculum.

Miss Ahmad monitors the delivery of the PSHEE curriculum through supporting teachers with planning lessons, and termly conferencing with pupils to ensure consistent and coherent curriculum provision. This enables her to identify areas of strength and areas to be further developed. The PSHEE leader is responsible for facilitating staff training (supported where necessary by Ms. Nandra, Deputy Head Academic), managing the budget, and ensuring the subject is suitably resourced.

6. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to relationships education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Avenue House School would be happy to hold a support forum for dealing with the issues that arise around sex and relationships education at home. Or if you have any questions about the RSHE curriculum, please contact Mr Sheppard or Ms Malik via the school office: school@avenuehouse.org

CLASS	TERM	Appendix 1: PSHEE Curriculum Map, including Sex Education- Topic Detail
1 Beech	Autumn	RELATIONSHIPS: New beginnings, getting on and falling out, saying no to bullying.
	Spring	LIVING IN THE WIDER WORLD: Appreciating that all other living things have needs and that they have responsibilities toward them.
	Summer	HEALTH AND WELLBEING: To know what constitutes a healthy lifestyle, including the benefits of physical activity, rest, healthy eating, and dental health.
2 Willow	Autumn	RELATIONSHIPS: To identify and respect the differences and similarities between people. To recognise how their behaviour affects other people.
	Spring	LIVING IN THE WIDER WORLD: To consider what improves and harms their local, natural and built environments and some of the ways people look after them.
	Summer	HEALTH AND WELLBEING: To recognise what they like and dislike, how to make informed choices that can have good and not-so-good consequences.
3 Oak	Autumn	RELATIONSHIPS: Children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur.
	Spring	LIVING IN THE WIDER WORLD: To know why and how rules and laws that protect themselves and others are made and enforced. why different rules are needed in different situations and how to take part in making and changing rules.
	Summer	HEALTH AND WELLBEING: To know what positively and negatively affects their physical, mental and emotional health (including the media).
4 Maple	Autumn	LIVING IN THE WIDER WORLD: Rights and Responsibilities. Children will learn that there are human rights, that are there to protect everyone.
	Spring	HEALTH AND WELLBEING: To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
	Summer	RELATIONSHIPS: Children learn how resolving conflict can be complicated, and that they may need to use appropriate words to explain how they feel, and make sure they are listening to everyone's opinion before conflict can be resolved.
5 Pine	Autumn	LIVING IN THE WIDER WORLD: To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
	Spring	HEALTH AND WELLBEING: To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
	Summer	RELATIONSHIPS: To be aware of different types of relationships, including those between acquaintances, friends, relatives and families.
6 Cedar	Autumn	LIVING IN THE WIDER WORLD: To understand that everyone has human rights, all peoples and all societies and that children have their special rights set out in the United Nations Declaration of the Rights of the Child.
	Spring	HEALTH AND WELLBEING: To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.
	Summer	<p>RELATIONSHIPS: To deepen and extend their vocabulary; to enable them to explain both the range and intensity of their feelings to others. To recognise and manage pressure; consent in different situations.</p> <p>Relationships, Sex & Health Education: Children will be taught;</p> <ul style="list-style-type: none"> • About the changes that happen in most bodies, what that may mean for female bodies and male bodies when it might happen, and that it is a normal part of puberty • About changes such as; growth spurts, body hair, strength, sperm production, egg release, and hormones. • About the topic of reproduction, genitals, and reproductive body parts. Children learn that babies start from an egg and a sperm. • Correct terminology for genitals and reproductive body parts in male and female bodies.

Appendix 2 – Relationships Education Primary Stage Curriculum

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf)

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others

locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • practical steps they can take in a range of different contexts to improve or support respectful relationships • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
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Online relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and its implications of them for both children and adults; including that it is not always right to keep secrets if they relate to being safe • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice e.g. family, school and/or other sources

