

# **Personal, Social, Health and Economic Education (PSHEE) & Relationships and Sex and Health Education (RSHE) Policy and Procedures**

Avenue House School



<b>Approved by:</b>	Ravinder Nandra
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<b>Last reviewed on:</b>	September 2025
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<b>Next review due by:</b>	September 2026
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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.<sup>4</sup> 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.

[Relationships Education, Relationships and Sex Education and Health Education guidance](#)

### 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 when required.

### 2. Definitions

#### Relationships Education

Relationships Education is about pupils being taught different relationships including 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 shows 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.

## **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 consider 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](http://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.

The Senior Leadership Team 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 Headteacher is responsible for facilitating staff training (supported where necessary by Mr Sheppard, 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](mailto:school@avenuehouse.org)

CLASS	TERM	Appendix 1: PSHEE Curriculum Map, including Sex Education- Topic Detail
1 Beech	Autumn	<b>RELATIONSHIPS:</b> New beginnings, getting on and falling out, saying no to bullying.
	Spring	<b>LIVING IN THE WIDER WORLD:</b> Appreciating that all other living things have needs and that they have responsibilities toward them.
	Summer	<b>HEALTH AND WELLBEING:</b> To know what constitutes a healthy lifestyle, including the benefits of physical activity, rest, healthy eating, and dental health.
2 Willow	Autumn	<b>RELATIONSHIPS:</b> To identify and respect the differences and similarities between people. To recognise how their behaviour affects other people.
	Spring	<b>LIVING IN THE WIDER WORLD:</b> To consider what improves and harms their local, natural and built environments and some of the ways people look after them.
	Summer	<b>HEALTH AND WELLBEING:</b> To recognise what they like and dislike, how to make informed choices that can have good and not-so-good consequences.
3 Oak	Autumn	<b>RELATIONSHIPS:</b> Children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur.
	Spring	<b>LIVING IN THE WIDER WORLD:</b> 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	<b>HEALTH AND WELLBEING:</b> To know what positively and negatively affects their physical, mental and emotional health (including the media).
4 Maple	Autumn	<b>LIVING IN THE WIDER WORLD:</b> Rights and Responsibilities. Children will learn that there are human rights, that are there to protect everyone.
	Spring	<b>HEALTH AND WELLBEING:</b> 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	<b>RELATIONSHIPS:</b> 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	<b>LIVING IN THE WIDER WORLD:</b> 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	<b>HEALTH AND WELLBEING:</b> 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	<b>RELATIONSHIPS:</b> To be aware of different types of relationships, including those between acquaintances, friends, relatives and families.
6 Cedar	Autumn	<b>LIVING IN THE WIDER WORLD:</b> 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	<b>HEALTH AND WELLBEING:</b> 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><b>RELATIONSHIPS:</b> 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><b>Relationships, Sex &amp; Health Education:</b> Children will be taught;</p> <ul style="list-style-type: none"> <li>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</li> <li>About changes such as; growth spurts, body hair, strength, sperm production, egg release, and hormones.</li> <li>About the topic of reproduction, genitals, and reproductive body parts. Children learn that babies start from an egg and a sperm.</li> <li>Correct terminology for genitals and reproductive body parts in male and female bodies.</li> </ul>

*Curriculum Content Relationships education (Primary) 24. The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. 25. Building children's understanding and skills at primary is essential for preparing them for more complex content at secondary. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.*

*Schools should be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatised based on their home circumstances.*

*Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation.*

*Pupils should know how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.*

*Primary children should be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. For example, in late primary, schools may decide to discuss the pressure to share naked images if this is affecting pupils in the school. There may also be cases, such as when they know that pupils have seen pornography, in which schools may feel the need to discuss online sexual content.*

*Teaching should be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion. Schools should also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request.*

*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.*



<b>Families and people who care for me:</b>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</li> <li>2. The characteristics of safe and happy family life, such as 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.</li> <li>3. That the families of other children, 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.</li> <li>4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li> <li>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ol>
<b>Caring friendships</b>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li> <li>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li> <li>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>6. How to manage conflict, and that resorting to violence is never right.</li> <li>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ol>

<p>Respectful, kind relationships:</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</li> <li>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</li> <li>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</li> <li>5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</li> <li>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>7. The conventions of courtesy and manners.</li> <li>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</li> <li>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</li> <li>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ol>
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<p>Online safety and awareness:</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</li> <li>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</li> </ol>
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<p><b>Being safe:</b></p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> <li>1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</li> <li>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ol>
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