

Policy Name	Physical, Social, Health and Economic Education (PSHE)
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1. Aims

The aims of personal, social, health and economic (PSHE) education in our school are to:

Teach students how to keep themselves safe and healthy, how to manage their academic, personal, and social lives in a positive way now and in the future, and to support their own and others' wellbeing. We wish to expose our students to be confident in managing decisions, viewpoints and work empathetically with others, to ensure positive and constructive communication skills.

Our wider aim is that our students grow to become successful and happy adults who make a meaningful contribution to society, alongside equipping them to make responsible, balanced decisions for their future careers.

These efforts are grounded in our commitment to ensuring every pupil feels respected, valued, and empowered to thrive in our school community.

2. Statutory Requirements

PSHE is a compulsory subject; therefore, there are aspects of it we are required to teach:

Primary:

- We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance, updated for September 2026.
- We must teach health education under the same statutory guidance, updated for September 2026.

Secondary:

- We must teach relationships and sex education (RSE) under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance
- We must teach health education under the same statutory guidance

3. Curriculum (Content and Delivery)

What our PSHE Curriculum Covers:

As stated above, we're required to cover the content for 'Relationships and Sex Education', and 'Health Education', as set out in the statutory guidance. We hold a separate policy for our 'Relationships and Sex Education (NA24)' programme of study, along with further information on how the content and delivery of RSE is addressed at New Avenue School. Guidance update is in place for September 2026

We feel it is essential that we offer an in-depth PSHE programme of study, which allows our pupils to gain the appropriate knowledge and understanding, which, we believe, will aid them in making responsible choices and demonstrate a clear understanding to their wider world, and for the future.

Our programme of study follows the Thematic Model, designed and support by the PSHE Association. At New Avenue, we believe this model of coverage and delivery, provides our students with relevant and insightful topics, which will build on their understanding and confidence towards being a well-rounded member of the community.

How we Deliver our PSHE Curriculum

Core PSHE is taught in timetabled lessons for 1 lesson a week, supported by a Personal Development pathway which focuses on a variety of skills underpinned.

Pupils can take part and engage in regular whole school charity event which have a focus of PSHE topics such as, Mental Health Awareness Days, Cancer Research and Children in Need.

The curriculum will be created by the PSHE lead. It is designed to suit the individual needs in the classrooms, which ensures they are inclusive, regardless of ability or special educational needs and /or disability. Lessons, across school, are delivered by the PSHE lead.

Discussing and teaching about complex or sensitive issues safely is central to best practice in all PSHE teaching, as every topic in PSHE education has the potential to be sensitive for pupils. It is vital that in each case, pupils can have such discussions and engage in learning activities in a safe climate of trust, cooperation and support. PSHE educators therefore have a key role to play in developing pupil's knowledge, skills and confidence in approaching complex issues.

PSHE sessions are flexible and engaging. High quality resources will support the PSHE topic and will regularly be reviewed by the PSHE lead. A selection of resources such as books and film clips, will be used to support and promote understanding within a moral/values context and underpin the learning objectives.

Each lessons requires the pupils to complete an initial assessment task at the beginning of the lesson. This could be in the form of a recap from the last lesson or to get an understanding of their current knowledge of the topic and to ensure pupils have the correct knowledge.

At the end of an academic year, pupil's progress is recorded via annual reports.

4. Roles and Responsibilities

The PSHE Lead

The PSHE Lead will be responsible for the production of this policy and to oversee the planning, delivery and assessments of PSHE across the school. The PSHE Lead will ensure the curriculum is kept up to date to maximize the impact of the subject. Continued professional development through CPD sessions with the relevant professional bodies, such as the PSHE Association, will support in ensuring the programme of study is to the highest of standard.

They are also responsible for...

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

The Headteacher

To support the PSHE Lead, leadership is responsible for directing and liaising with the PSHE lead, to ensure that PSHE is taught consistently across the school. This includes supporting in monitoring the use of planning, delivery, and further opportunities within the programme of study.

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

Parents and Carers

Parents and Carers will remain fully informed regarding the content of the school's PSHE programme. They are encouraged to work alongside the school, giving relevant feedback on how they feel the PSHE programme should be delivered or topics they wish to have covered.

Communication through our Parent/Carer Forum, emailing and contactable by phone allows for our parents/carers to ask questions and have any queries answered that may arise from the curriculum topics.

5. Curriculum Delivery

The school will ensure lessons provided are of an age-appropriate nature and relevant to the current climate of pupils. This will require an approach that is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion or belief, or other life experiences. A diverse and differentiated curriculum is essential for the pupils at New Avenue School.

High quality resources will support our PSHE provision and will be regularly reviewed by the PSHE Lead. This involves resources specially tailored to meet the needs of our students.

Pupils will be encouraged to reflect on their own learning and progress through class discussion, work activities, and feedback and recap sessions.

Primary

This programme takes a thematic approach to primary PSHE education, covering all three core themes of the programme of study over the academic year. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year, whilst offering flexibility in terms of medium-term planning.

Secondary

This programme takes a thematic approach to secondary PSHE education, covering all three core themes of the programme of study. Content should be selected that ensures opportunities to develop knowledge, skills, and attributes, through a programme that is relevant and appropriate to the ethos of the school and the needs of our students.

Core Themes for Primary/Secondary:

- Relationships
- Living in a wider world
- Health and wellbeing

6. Monitoring Arrangements

The delivery of PSHE is monitored by Laura Johnstone (PSHE Lead) through:

- Learning walks
- Book reviews
- Regular audits
- Pupil conferencing

7. Use of External Agencies

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage

Comply with:

- This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
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- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Share all external materials with parents and carers

We won't, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Pupil Questions

Pupils' questions will be answered by teachers honestly but not referring to personal experience. Answers will endeavour to reflect different sides of an argument if the topic is one of debate. Staff are to provide information and guidance but not instruction.

Pupils will be encouraged to speak with their parents/carers regarding the conversation, however, may not wish to, therefore New Avenue School will provide the appropriate support and communication with parent/carers appropriately.

We will allow pupils to raise anonymous questions by having scheduled lessons in which students may write anonymous questions and drop them into a box. These questions will be answered during lesson time, however students are also encouraged to speak with their teacher discretely after the lesson, if they wish.

If a pupil discloses information which is of concern with regards child protection, the procedure outlined in the Safeguarding policy will take place. Dialogue between the PSHE team and pastoral staff will ensure that any pupils who are thought to be 'at risk' are supported through sensitive discussion of topics. Pupils are also able to take a timeout if a topic is in anyway distressing for them. They will not be made to discuss this, rather they will be offered support if needed.

Pupil voice will be used to influence in adapting and amending planning and to tailor our PSHE programme through class feedback, focus groups and pupil surveys – this will ensure our students feel they are accessing learning that is relevant and applicable to their needs.

9. Training

Staff are trained on the delivery of PSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring and Evaluation

The delivery of PSHE is monitored by Laura Johnstone/SLT through:

- QA cycle of Quality of Education

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Laura Johnstone annually. At every review, the policy will be approved by headteacher, before being ratified by the governing board.

Updates

Dates	Comments
19.04.26	Referenced new RSE guidance update.