



Outcomes
First Group

PSHE/RSE

Brick Lane School

Document History

Version	Name	Date
1	Ricky Manning	September 2025
2	Anastasia Cain	April 2026
3	Anastasia Cain	October 2026

Brick Lane School PSHE / RSE Policy

1.0 Intent

At Brick Lane School, we are committed to delivering a child-centred, inclusive and highly personalised PSHE (Personal, Social, Health and Economic) and RSE (Relationships and Sex Education) curriculum that supports all pupils to develop the knowledge, skills and values required for safe, healthy and successful adulthood.

Children and young people are growing up in an increasingly complex world, navigating both online and offline environments that present significant opportunities alongside risks. Our curriculum plays a central role in safeguarding by equipping pupils with the knowledge, understanding and skills required to recognise risk, stay safe, make informed decisions and seek support when needed.

At Brick Lane School, RSHE is not taught in isolation but is embedded within a whole-school safeguarding, wellbeing and Preparation for Adulthood approach. Learning is carefully adapted to each pupil's:

- Developmental stage
- Communication needs
- Learning profile
- EHCP outcomes

Our approach is trauma-informed and neurodiversity-affirming. We recognise that behaviour, wellbeing and engagement in learning are influenced by individual experiences and needs. Teaching is therefore personalised, responsive and grounded in positive relationships

Learning is structured through our three personalised pathways:

Explorer Pathway

Pupils access a highly supported curriculum focusing on:

- Communication and interaction
- Emotional regulation
- Early self-awareness
- Developing trust and relationships

Learning includes:

- Recognising emotions
 - Developing early understanding of boundaries
-

- Building awareness of familiar people and safe adults
 - Early self-care and hygiene routines
-

Discovery Pathway

Pupils develop understanding of:

- Relationships and social expectations
- Personal identity and self-awareness
- Managing emotions and behaviour
- Early understanding of puberty and personal care

Learning includes:

- Friendships and respect
 - Privacy and consent
 - Diversity and difference
 - Online safety
-

Voyager Pathway

Pupils access a more formalised curriculum focusing on:

- Preparation for adulthood
- Healthy relationships and independence
- Sexual health and wellbeing
- Personal responsibility

Learning includes:

- Types of relationships
- Consent and boundaries
- Sexual health and hygiene
- Risk management (including online and in the community)

Page 4 of 15

Document Type	Policy	Version Number	2
Policy Owner	Assistant Headteacher – Teaching, Learning and Pupil Outcomes	Last Review Date	October 2026
Date First Issued	September 2025	Next Review Date	October 2026

Our Intent is that all pupils will:

- Develop self-awareness, confidence, self-esteem and resilience.
 - Build positive, healthy and respectful relationships.
 - Understand boundaries, consent and personal safety.
 - Develop independence in personal care and decision-making.
 - Learn how to recognise and manage risk in a range of contexts.
 - Develop digital literacy and critical thinking skills.
 - Recognise misinformation, disinformation and online manipulation.
 - Understand how to maintain physical and mental wellbeing.
 - Know how and when to seek help.
 - Be prepared for the social, emotional and physical aspects of adulthood.
 - Develop the skills needed to contribute positively to their communities.
-

2.0 Curriculum Implementation

2.1 Whole-School Approach

PSHE, RSE, Citizenship and RE are delivered through a cohesive, whole-school approach that includes:

- Weekly timetabled PSHE lessons
- Assemblies and themed events
- Daily routines and structured interactions
- Cross-curricular links
- Community-based learning opportunities (where appropriate)
- Enrichment activities
- Therapeutic and pastoral interventions where appropriate

Teaching is:

- Adapted to pupils' developmental levels
- Personalised to communication needs
- Designed to ensure learning is accessible, meaningful and relevant

Daily practice plays a significant role in reinforcing learning. Morning routines, rotas and circle times are closely linked to PSHE themes and support pupils to develop:

- Emotional regulation and readiness to learn
 - Understanding of transitions
-

- Friendship skills
- Preparation for change

Learning is sequenced and progressive, guided by curriculum maps to ensure clear coverage and development across all pathways.

2.2 Curriculum Structure and Themes

We ensure that all pupils have a breadth of experiences utilising, modifying and adapting programmes of learning, for example PSHE Association and Cre8tive. Some of the Cre8tive themes we will use to support our learning include Rights and Responsibilities & British Values, Celebrating Differences and Health and Wellbeing.

The curriculum is structured around three core areas:

Relationships

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health and Wellbeing

- Emotional regulation and readiness to learn
- Mental health and resilience
- Physical health and hygiene
- Puberty and growing up
- Self-care and independence

Living in the Wider World

- Community and belonging
- British Values
- Diversity and inclusion
- Careers education
- Online safety
- Preparation for adulthood

- Digital literacy
- Critical evaluation of online information
- Artificial intelligence and emerging technologies
- Misinformation, disinformation and deepfakes

Learning is reinforced through:

- Assemblies
 - Practical and experiential learning
 - Real-life and community-based opportunities
 - Consistent daily routines
-

2.4 Adaptation for SEND

All learning is:

- Differentiated to meet individual needs
- Delivered using visual, practical and experiential approaches

Strategies may include:

- Visual supports
- Structured teaching approaches
- Repetition and overlearning
- Discussion
- Social stories
- Storytelling
- Role play
- Practical activities
- Scenario-based learning
- Community learning opportunities
- Reflection activities

Staff also utilise naturally occurring learning opportunities throughout the school day to reinforce key concepts and support generalisation of learning.

Sensitive topics are introduced:

- At an appropriate developmental stage
- With careful scaffolding
- In partnership with families where needed

3.0 Aims of RSE

The aims of Relationships and Sex Education at Brick Lane School are to:

- Provide a safe and structured framework for sensitive discussions
- Prepare pupils for puberty and physical development
- Develop self-respect, confidence and empathy
- Promote a positive and inclusive understanding of relationships
- Teach accurate and appropriate vocabulary
- Support pupils to understand healthy relationships
- Enable pupils to recognise and manage risk

All learners receive Relationships Education as stipulated by the National Guidance. Sex Education is not compulsory for the primary phase; however, we do teach about relationships and health, including puberty.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

4.0 Statutory Requirements

This policy follows:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017

Page 8 of 15

Document Type	Policy	Version Number	2
Policy Owner	Assistant Headteacher – Teaching, Learning and Pupil Outcomes	Last Review Date	October 2026
Date First Issued	September 2025	Next Review Date	October 2026

- DfE Keeping Children Safe in Education (2025)
- DfE Relationships Education, Relationships and Sex Education and Health Education (2025 statutory guidance for introduction from September 2026)
- Equality Act 2010

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Equality and Diversity Policy
- Careers Education, Information, Advice and Guidance Policy
- SMSC Policy

As an Autism Specialist we must ensure that every registered learner who is provided with education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

All pupils receive Relationships Education, delivered in a way that is:

- Accessible
- Personalised
- Developmentally appropriate

5.0 Definitions

Relationships, Sex and Health Education (RSHE) supports pupils' emotional, social, physical and cultural development. It includes learning about:

- Relationships
- Identity
- Diversity
- Health and wellbeing
- Personal safety
- Online safety
- Preparation for adulthood

RSHE supports pupils to make safe and informed choices and is not about promoting sexual activity.

At Brick Lane School we define sex education as the teaching of intimate and sexual relationships, sexual health, contraception, consent and reproductive health delivered in an age-appropriate and developmentally appropriate way.

6.0 Preparing for Adulthood (PfA)

PSHE/RSE is central to Preparation for Adulthood, supporting:

- Independent living
- Community inclusion
- Health and wellbeing
- Employment readiness

Learning is linked directly to EHCP outcomes.

7.0 Safeguarding

RSHE contributes significantly to safeguarding by helping pupils to:

- Recognise safe and unsafe situations
- Understand consent and boundaries
- Identify trusted adults
- Recognise exploitation and abuse
- Understand healthy and unhealthy relationships
- Stay safe online
- Know how to seek support

The Designated Safeguarding Lead works closely with curriculum leaders to ensure safeguarding priorities are reflected throughout the curriculum.

Any disclosures arising during RSHE learning will be managed in accordance with the school's safeguarding procedures.

8.0 Responding to Pupils' Questions

Pupils are encouraged to ask questions in a safe, supportive and respectful environment.

Relationships, Sex and Health Education may raise sensitive or personal issues. Staff will provide factual, age-appropriate and developmentally appropriate responses that reflect pupils' individual needs and levels of understanding.

Where necessary, questions may be deferred so that staff can seek advice from senior leaders, safeguarding staff or other appropriate professionals before responding.

Page 10 of 15

Document Type	Policy	Version Number	2
Policy Owner	Assistant Headteacher – Teaching, Learning and Pupil Outcomes	Last Review Date	October 2026
Date First Issued	September 2025	Next Review Date	October 2026

Staff will not answer questions that are personal to themselves but will support pupils to access reliable sources of information, trusted adults and appropriate support services.

We recognise that pupils may ask questions relating to RSHE both within and outside of planned lessons. All staff will respond with patience, empathy and understanding whilst ensuring responses remain appropriate to the pupil's developmental stage and individual circumstances.

Any concerns, disclosures or safeguarding issues arising from discussions will be managed in line with the school's safeguarding procedures.

9.0 Curriculum Monitoring and Assessment

RSHE is taught through a spiral curriculum which enables pupils to revisit key concepts over time and progressively develop their knowledge, understanding, skills and independence.

Assessment is adapted to meet the needs of all learners and may include:

- Teacher observations
- Pupil voice activities
- Discussion and reflection tasks
- Practical application of skills
- Evidence towards EHCP outcomes
- Work scrutiny where appropriate

Assessment information is used to inform future planning and ensure learning remains meaningful, accessible and appropriately challenging.

The quality of PSHE and RSHE provision is monitored through:

- Learning walks
- Lesson observations
- Curriculum reviews
- Pupil feedback
- Parent and carer feedback
- Staff feedback
- Review of EHCP outcomes and Preparation for Adulthood targets

Monitoring activities are used to identify strengths, inform curriculum development and ensure that provision remains responsive to pupils' needs, safeguarding priorities and current statutory guidance.

10.0 Parental Engagement

We believe RSHE is most effective when there is strong partnership between home and school.

We work with parents and carers by:

- Sharing curriculum information
- Providing opportunities for discussion
- Consulting during policy reviews
- Supporting learning at home
- Making curriculum information available upon request

Parents and carers may request to view curriculum materials used within RSHE lessons

Right to Withdraw

There is no right to withdraw from Relationships Education or Health Education.

Parents may request withdrawal from the non-statutory elements of Sex Education in line with DfE guidance. Requests should be discussed with the Headteacher and submitted in writing. Appropriate alternative learning will be provided where required.

11.0 Impact

Impact is measured through:

- EHCP progress
- Social and emotional development
- Increased independence
- Ability to manage relationships and risks
- Readiness for adulthood

12.0 Equality, Diversity and Inclusion

RSHE is delivered as part of a broad, balanced and inclusive curriculum.

Brick Lane School is committed to promoting equality, diversity and inclusion and ensuring all pupils can access learning which is appropriate to their age, stage of development and individual needs.

Teaching reflects and positively represents:

Page 12 of 15

Document Type	Policy	Version Number	2
Policy Owner	Assistant Headteacher – Teaching, Learning and Pupil Outcomes	Last Review Date	October 2026
Date First Issued	September 2025	Next Review Date	October 2026

- Different family structures
- Different cultures and faiths
- Protected characteristics under the Equality Act 2010
- Diverse identities and lived experiences

We actively challenge stereotypes, prejudice, discrimination, misogyny, racism and bullying.

Our approach is trauma-informed and neurodiversity-affirming, ensuring that teaching is accessible, responsive and emotionally safe.

We ensure:

- Equal access for all pupils
 - Respect for diversity
 - Inclusive and representative learning
 - Opportunities free from stereotypes
-

13.0 Roles and Responsibilities

Headteacher

- Ensure RSHE is taught consistently.
- Oversee withdrawal requests.
- Ensure statutory compliance.

Senior Leadership Team

- Strategic oversight and monitoring

Assistant Headteacher for Teaching, Learning and Pupil Outcomes

- Curriculum design and implementation.
 - Curriculum sequencing.
 - Quality assurance.
 - Resource selection and review.
 - Staff training and development.
 - Monitoring teaching and learning.
 - Working alongside Designated Safeguarding Leads to ensure curriculum responsiveness.
-

Staff

- Delivering learning sensitively.
- Modelling positive relationships.
- Adapting learning appropriately.
- Monitoring pupil progress and understanding.
- Following safeguarding procedures.

Pupils

- Engaging respectfully in learning.
 - Following class expectations.
 - Developing independence, respect and self-awareness.
-

14.0 Monitoring and Review

This policy will be monitored throughout the academic year and reviewed annually, or sooner where national guidance, legislation or local need requires amendment.

The policy will be reviewed in consultation with pupils, families and staff to ensure it remains responsive to emerging needs and reflects current statutory guidance

Document Type	Policy	Version Number	2
Policy Owner	Assistant Headteacher – Teaching, Learning and Pupil Outcomes	Last Review Date	October 2026
Date First Issued	September 2025	Next Review Date	October 2026



Outcomes
First Group