

PSHE (Personal, Social, Health, Economic) and RSE Curriculum Policy

At St James CE Primary School, we aspire for every single child to succeed. Through our Christian vision, we thoroughly believe that all children have the potential to thrive regardless of their starting points, personal context, and characteristics. Our children learn through a supportive and purposeful curriculum, linked tightly to national curriculum objectives, that demonstrates that:

"With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible."
(Matthew 19:26).

Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. St James C of E Primary School is a special place where we dream, believe, learn, and achieve.

Intent

Leaders at St James have the highest academic ambition for all children, and the curriculum is designed to equip pupils with the knowledge and cultural capital needed to succeed. Our PSHE and RSE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school. It prepares them for the opportunities, responsibilities and experiences of later life. The PSHE curriculum complements wider policies on behaviour, inclusion, safeguarding, respect for diversity and equality.

At St James CE Primary School, we teach personal, social, health education as a whole-school approach to underpin children's development as young people and because we believe that this also supports their learning capacity. Kapow offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website. This also supports the "Personal Development" and "Behaviour and Attitudes" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's safeguarding and equality duties, the government's British values agenda and the SMSC (spiritual, moral, social, cultural) development opportunities provided for our children.

Whilst Kapow provides the structured progression for PSHE and RSE, leaders have carefully designed a broader curriculum by incorporating Think Equal in the Early Years and Pol-Ed and No Outsiders across the school. Think Equal develops children's emotional intelligence, empathy and self-regulation from the earliest stages of education, providing a strong foundation for personal, social and emotional development. As pupils progress through the school, Pol-Ed enhances safeguarding education through learning about personal safety, healthy relationships, online safety and making positive choices, while No Outsiders promotes equality, diversity, inclusion and respect for all. Together, these programmes strengthen the statutory curriculum, reflect the school's Christian vision and values, and ensure pupils receive a rich, relevant and ambitious PSHE and RSE education that prepares them to flourish as safe, confident, compassionate and responsible citizens.

Here, at St James, we value PSHE and RSE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. The focus in school is on teaching the characteristics of good physical health and mental well-being. Teachers are clear that mental well-being is part of normal daily life in the same way as physical health.

Implementation

In the Early Years Foundation Stage, children access the Think Equal programme as an integral part of the school's PSHE provision. Think Equal is delivered through carefully sequenced, story-based lessons that develop children's social and emotional intelligence alongside the Early Years Foundation Stage curriculum, particularly the Personal, Social and Emotional Development (PSED) area of learning.

Children participate in regular, age-appropriate sessions that encourage discussion, reflection and practical activities, enabling them to recognise and manage emotions, develop empathy, build positive relationships and understand the importance of

kindness, inclusion and respect for others. Staff create a safe and nurturing environment where children are encouraged to express their thoughts and feelings, solve problems collaboratively and develop the confidence to communicate effectively.

The Think Equal programme complements the wider PSHE and RSE curriculum by providing pupils with the essential emotional literacy, self-regulation and interpersonal skills needed for successful learning and positive wellbeing. As children move beyond the Early Years, the knowledge, understanding and behaviours developed through Think Equal provide a strong foundation for continued learning through the Kapow PSHE and RSE curriculum, as well as the school's wider use of Pol-Ed and No Outsiders.

The Kapow Primary PSHE and RSE scheme provides the progressive framework for the teaching of Personal, Social, Health and Economic Education and Relationships and Sex Education from Year 1 to Year 6. The curriculum is carefully sequenced to ensure that knowledge, skills and understanding are built systematically over time, enabling pupils to make meaningful links between prior and new learning.

Lessons are delivered weekly by class teachers in a safe, inclusive and respectful environment where pupils are encouraged to ask questions, express their views and engage in thoughtful discussion. Teachers establish clear expectations to ensure that sensitive topics are explored with respect, maturity and confidentiality, enabling all pupils to participate with confidence.

The Kapow curriculum covers the statutory requirements for Relationships Education, Health Education and the non-statutory elements of Sex Education, whilst promoting pupils' spiritual, moral, social and cultural development. Learning is enriched through discussion, collaborative activities, reflection and real-life scenarios, enabling pupils to develop the knowledge, skills and confidence to make informed decisions, build healthy relationships, manage risk and understand their rights and responsibilities as members of their community.

Teachers use retrieval practice and ongoing formative assessment to revisit and consolidate previous learning, ensuring pupils retain key knowledge and can apply it in different contexts. The curriculum is responsive to the needs of pupils and is complemented by the use of Pol-Ed, No Outsiders and Think Equal, providing a rich and coherent approach to personal development, safeguarding and wellbeing across the school.

	Autumn		Spring		Summer
KS1	Families and Relationships	Health and Wellbeing	Safety and the changing body	Citizenship	Economic Wellbeing
LKS2	Families and Relationships	Health and Wellbeing	Safety and changing the body (This unit will include puberty lessons for Year 4)	Citizenship	Economic Wellbeing
UKS2	Families and Relationships	Health and Wellbeing	Safety and changing the body (This unit will include separate puberty lessons for Year 5 and 6)	Citizenship	Economic Wellbeing Y6 – Identity (During this half term Year 6 children will also complete their RSE sessions)

Adaptive Teaching

Leaders within school ensure the highest ambition for all pupils and create opportunities to experience success. This is done by adapting lessons whilst maintaining high expectations by using: scaffolding, explicit instruction, cognitive & metacognitive strategies, flexible groupings, and use of technology (Mould, K. 2020 EEF). Teachers ensure the balancing of input of new content so that pupils master important concepts, i.e., the 5-part teaching model, and make effective use of teaching assistants.

Parental Partnership

At St James CE Primary School, we recognise that parents and carers are the primary educators of their children and that effective partnerships between home and school are fundamental to pupils' personal development, wellbeing and success. We

are committed to working openly and collaboratively with families to ensure that the PSHE and RSE curriculum complements the values and learning taking place at home.

Parents are informed about the content and aims of the PSHE and RSE curriculum through the school website, curriculum information and ongoing communication. The school welcomes opportunities to engage with parents, answer questions and discuss the curriculum, ensuring that they feel informed and supported.

In accordance with statutory guidance, parents have the right to request that their child be withdrawn from the non-statutory sex education elements of the curriculum delivered as part of Relationships and Sex Education. Requests are considered sensitively by the Headteacher, who will meet with parents to discuss the educational purpose of the programme and explore any concerns before a decision is made.

By fostering strong partnerships with families, St James ensures that pupils receive consistent messages about respect, relationships, wellbeing, safety and healthy lifestyles, enabling them to flourish both within school and beyond.

Long-term memory

Knowledge empowers and nourishes children; it belongs to the many, not the few. A knowledge-rich curriculum has the power to address issues of social disadvantage, and leaders at St James CE Primary have high ambitions so that all pupils can take full advantage of opportunities, responsibilities and experiences in later life.

Learning can be defined as an alteration in long-term memory; with this being the case, leaders have implemented strategies taken from cognitive science to enhance and support pupils in the transfer of new knowledge into their long-term memory. Teaching staff have drawn on research focusing on Cognitive Load Theory, and teachers understand that pupils' working memory is limited and that new content should be introduced to pupils in small and manageable steps to avoid overloading the working memory.

Research from Oliver Caviglioli has also been considered, and leaders utilise strategies of dual coding to support pupils in integrating new knowledge into long-term memory. By providing simple images to pupils when new content is introduced, they can use both visual and auditory strategies to process the information, forming a greater link with long-term memory. Spaced retrieval is also a strategy employed by teachers to enhance pupils' retrieval and, in turn, secure knowledge into long-term memory. Lessons typically begin with a daily retrieval opportunity, and additional retrieval sessions are planned over the year. Learning is a long-term process, and teachers utilise four main strategies to support pupils in being successful and confident learners. The agreed strategies are:

- Knowledge organisers (Topic and Science)
- New content in small, manageable steps
- Images to support new learning
- Spaced retrieval

Teaching & Learning

Each teaching session follows the agreed school policy of teaching and learning, and is planned to support pupils' long-term memory development.

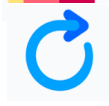
There are 5 stages in each session:



Activate- teachers activate the appropriate schema and make long term links to learning that occurred in the past.



Vocabulary – teachers explicitly teach vocabulary that pupils need a deep understanding of to support their learning.



Retrieve – pupils complete a retrieval task relating to more recent learning such as self-testing key information from their knowledge organisers.



Teach – The teacher presents new information clearly and in manageable chunks.



Apply – pupils apply their learning by demonstrating their skills gained.

Impact

The impact of the PSHE and RSE curriculum at St James CE Primary School is evident in pupils' knowledge, understanding, attitudes and behaviours. Through a carefully sequenced curriculum, pupils develop the confidence, resilience and emotional literacy needed to thrive both in school and beyond. They understand how to build and maintain healthy relationships, keep themselves safe, manage risk, recognise the importance of positive physical and mental wellbeing and make informed, responsible choices.

Pupils demonstrate respect, empathy and compassion towards others, celebrating diversity and valuing difference in line with the school's Christian vision and values. They understand their rights and responsibilities as active citizens and are well prepared for life in modern Britain. As they progress through the school, pupils become increasingly independent, reflective and articulate, confidently discussing issues that affect themselves and others with maturity and respect.

The curriculum equips pupils with the knowledge and skills to recognise safeguarding concerns, seek support when needed and contribute positively to the wider school community. They leave St James well prepared for the next stage of their education, demonstrating the personal qualities, character and understanding needed to flourish academically, socially and emotionally.

Leaders evaluate the effectiveness of the curriculum through ongoing formative assessment, pupil voice, learning walks, lesson observations, curriculum monitoring, staff discussions and safeguarding evidence. Feedback from pupils demonstrates that they feel safe, valued and listened to, and that they are confident in applying their learning to real-life situations. The curriculum is regularly reviewed and refined to ensure it remains ambitious, relevant and responsive to the needs of all pupils, enabling every child to achieve their full potential regardless of their starting point.

Prepared by: Mrs J Finch

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