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 believe that all children have the potential to thrive, regardless of their starting points, personal circumstances or characteristics.

"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 Christian vision underpins everything we do. We are committed to developing children who are confident, compassionate, respectful and responsible, equipped with the knowledge and skills to flourish in school and throughout their lives.

Our school values of love, hope, forgiveness, peace, respect and trust are central to our approach to Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex Education (RSE).

We recognise that children need more than academic knowledge to succeed. They need to understand themselves, develop positive relationships, recognise and manage their emotions, make informed decisions and know how to keep themselves and others safe.

Through our PSHE and RSE curriculum, we aim to develop children who understand their worth, respect the dignity of others and have the confidence to make positive contributions to their community and wider society.

Intent

At St James CE Primary School, we provide a carefully planned, progressive PSHE and RSE curriculum which promotes the spiritual, moral, social, cultural, mental and physical development of all pupils.

Our curriculum prepares children for the opportunities, responsibilities and experiences of later life. It supports pupils to develop the knowledge, skills and attitudes needed to make informed decisions, build healthy relationships, manage risks and become active and responsible citizens.

We aim to ensure that all pupils:

- Develop a positive sense of identity, self-worth and belonging.
- Understand the importance of physical health and mental wellbeing.
- Develop healthy, respectful and positive relationships.
- Understand their rights, responsibilities and personal boundaries.
- Recognise unsafe situations and know how to seek help.
- Develop resilience, independence and emotional literacy.
- Understand and celebrate diversity, treating everyone with dignity and respect.
- Develop an understanding of financial wellbeing, citizenship and their responsibilities within society.
- Understand the changes they will experience as they grow and develop.
- Have the confidence to express their views, listen to others and make responsible choices.

We believe that PSHE and RSE are essential elements of safeguarding and personal development. By providing pupils with age-appropriate knowledge and opportunities to practise important life skills, we empower them to recognise risks, protect themselves and contribute positively to the lives of others.

Statutory Requirements and Legislation

Our PSHE and RSE curriculum is delivered in accordance with relevant statutory requirements and Department for Education guidance.
This includes:

- Education Act 2002.
- Education Act 1996.
- Equality Act 2010.
- Children and Families Act 2014.
- Keeping Children Safe in Education.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, September 2026.
- National Curriculum requirements for Science.
- Statutory guidance relating to safeguarding, online safety and child protection.

Relationships Education and Health Education are statutory requirements for primary schools.

The school also provides age-appropriate education about sex where this forms part of its planned curriculum. This is carefully considered in relation to pupils' age, development, maturity and individual circumstances.

The governing body is responsible for ensuring that the school has an appropriate written policy and that the curriculum meets statutory requirements.

Curriculum Organisation and Content

We use the Kapow Primary PSHE and RSE scheme as the main framework for delivering our progressive curriculum from Year 1 to Year 6.

In EYFS, children access the Think Equal programme as an integral part of their Personal, Social and Emotional Development (PSED) provision.

Our curriculum is further enriched through:

- **Think Equal:** Developing emotional intelligence, empathy, self-regulation and positive relationships.
- **Pol-Ed:** Strengthening safeguarding education through personal safety, healthy relationships, online safety and making positive choices.
- **No Outsiders:** Promoting equality, diversity, inclusion and respect for all.

These programmes complement one another to provide a broad and coherent approach to pupils' personal development, wellbeing and safeguarding.

Curriculum progression

Learning builds progressively across the key areas of **My healthy self, Connecting with others, The online world, Staying safe, Health protection, Citizenship and Growing up,** with optional units on **Sex education** and **First aid** in Year 6. Within these key areas, pupils revisit important knowledge and concepts with increasing depth and maturity.
Alongside this, the strands of **self-regulation, managing self, building relationships and critical thinking** show how pupils' personal and social skills develop from Reception to Year 6, supporting them to make thoughtful, informed choices and to thrive in school and beyond.

Relationships Education

Relationships Education is statutory for all primary-aged pupils.

At St James, we believe that children should understand what positive, healthy and respectful relationships look like and how they can contribute to developing them.

Pupils learn about:

- Families and the people who care for them.
- Different family structures and the importance of family relationships.
- Friendships and how to develop and maintain positive friendships.
- Respect, kindness, trust, honesty and forgiveness.
- Recognising and managing disagreements.
- Bullying, discrimination and unkind behaviour.
- Personal boundaries and respecting the boundaries of others.
- Privacy and the importance of personal space.
- Recognising inappropriate or unsafe behaviour.
- Seeking help and identifying trusted adults.
- Developing safe and respectful online relationships.
- Recognising harmful behaviour and knowing how to report concerns.

We recognise that families come in many different forms. Teaching reflects the diversity of modern society and ensures that all children feel included, valued and respected.

Sex Education and Puberty

The school provides age-appropriate teaching about puberty, physical development and growing up. Pupils learn about the physical and emotional changes associated with puberty, including menstruation, personal hygiene and the importance of looking after their changing bodies.

The school also teaches the scientific aspects of human reproduction in accordance with the National Curriculum for Science. Any additional sex education provided beyond the statutory Science curriculum is carefully planned, age-appropriate and consistent with the school's Christian values and statutory guidance.

Parents are informed about the content of additional sex education and can access information about the resources and lessons used.

Teaching takes account of pupils' age, physical and emotional maturity, individual needs and religious and cultural backgrounds.

Safeguarding and Sensitive Issues

PSHE and RSE contribute significantly to our whole-school safeguarding approach. We recognise that discussions about relationships, families, personal safety and growing up may lead children to ask sensitive questions or share personal experiences.

Teachers create a safe, supportive and respectful environment in which children can ask questions and explore issues without fear of embarrassment or judgement.

Staff will:

- Use appropriate, accurate and age-related language.
- Establish clear ground rules before teaching sensitive content.
- Encourage pupils to ask questions and express their views.
- Avoid making assumptions about pupils' home circumstances or experiences.
- Never require children to share personal or family experiences.
- Respond sensitively to questions and concerns.
- Refer questions or disclosures that raise safeguarding concerns to the Designated Safeguarding Lead (DSL).
- Follow the school's Child Protection and Safeguarding Policy.

Children are taught that they have the right to feel safe and that they should speak to a trusted adult if something makes them feel uncomfortable, worried or unsafe.

Staff must never promise confidentiality where a safeguarding concern has been raised.

Where a question falls outside the planned curriculum or is considered inappropriate for the age or development of the pupil, teachers will use their professional judgement and seek guidance from the DSL or senior leadership team where necessary.

Equality, Diversity and Inclusion

At St James CE Primary School, every child is valued and treated with dignity and respect.
Our PSHE and RSE curriculum promotes equality, inclusion and respect for difference. We believe that children should understand that people have different experiences, backgrounds, beliefs and family circumstances and that everyone deserves to be treated fairly.

We actively challenge prejudice, stereotypes, discriminatory language and behaviour.

Through our work with No Outsiders, pupils develop an understanding of diversity and the importance of ensuring that everyone feels welcome and included.

Our teaching:

- Represents different family structures and experiences positively.
- Promotes respect for different cultures, backgrounds and beliefs.
- Challenges stereotypes and discriminatory attitudes.
- Promotes understanding of equality and individual rights.
- Supports pupils to develop positive attitudes towards difference.
- Ensures that pupils with SEND can access and engage with the curriculum.

As a Church of England school, our Christian character informs our approach to relationships, dignity, compassion and respect. We provide opportunities for pupils to understand how Christian teachings and values encourage people to show love, kindness and respect towards others.

We also recognise and respect the beliefs and backgrounds of our diverse school community.

Teaching and Learning

PSHE and RSE are taught through regular, planned lessons, alongside opportunities to reinforce learning through the wider curriculum, collective worship, school life and everyday interactions. Lessons are delivered by class teachers in a safe, inclusive and respectful environment.

Teaching approaches include:

- Class discussions and structured conversations.
- Stories and age-appropriate scenarios.
- Collaborative activities and group work.
- Reflection and opportunities to express opinions.
- Practical activities and problem-solving.
- Role-play where appropriate.
- Retrieval practice and revisiting prior learning.

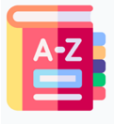
Each teaching session follows the agreed school policy of teaching and learning and is planned to support pupils' long-term memory development.
There are 5 stages in each session:



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



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



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



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



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

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:

- New content in small, manageable steps
- Images to support new learning
- Spaced retrieval

Adaptive Teaching and SEND

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.

Teachers adapt lessons to meet pupils' individual needs while maintaining high expectations for all.

Adaptations may include:

- Pre-teaching key vocabulary.
- Using visual resources and concrete examples.
- Breaking information into smaller, manageable steps.
- Providing additional opportunities for discussion and clarification.
- Using appropriate scaffolding and adult support.
- Adapting resources to meet communication and sensory needs.
- Providing alternative ways for pupils to express their understanding.

For pupils with SEND, teaching is carefully considered to ensure that sensitive information is accessible, meaningful and appropriate to their developmental needs. We recognise that some pupils may require additional support to understand relationships, personal boundaries, privacy and safety.

Parental Partnership

At St James CE Primary School, we recognise that parents and carers are the primary educators of their children.

We value positive partnerships with families and believe that open communication is essential when teaching children about relationships, health, wellbeing and growing up.

Parents and carers are informed about the PSHE and RSE curriculum through the school website, curriculum information and other appropriate communications. We welcome opportunities for parents to discuss the curriculum, ask questions and understand the resources and teaching approaches used.

The school will consult parents when developing and reviewing its RSE policy.

Parents' right to withdraw

In accordance with statutory guidance:

- Parents and carers cannot withdraw their children from statutory Relationships Education.
- Parents and carers cannot withdraw their children from statutory Health Education.
- Parents and carers cannot withdraw their children from National Curriculum Science, including the scientific content relating to human reproduction and puberty.
- **Parents and carers have the right to request that their child is withdrawn from some or all additional sex education delivered as part of statutory RSE in primary school.**

Where a parent requests withdrawal from additional sex education, the Headteacher will automatically grant the request, other than content that forms part of the National Curriculum Science programme.

The Headteacher will offer parents an opportunity to discuss the content and purpose of the lessons and address any questions or concerns. This discussion does not remove or delay the parent's right to withdrawal.

Where a pupil is withdrawn, the school will make appropriate arrangements for the pupil during the lessons concerned.

Assessment, Monitoring and Evaluation

Assessment in PSHE and RSE focuses on pupils' developing knowledge, understanding, skills and attitudes.
Teachers use ongoing formative assessment to identify what pupils know, understand and can apply.
Assessment opportunities include:

- Questioning and class discussion.
- Retrieval activities.
- Pupil reflection.
- Written and practical activities.
- Scenario-based tasks.
- Pupil voice.

The subject leader monitors the effectiveness of the curriculum through:

- Learning walks and lesson observations.
- Work and planning scrutiny where appropriate.
- Pupil voice and discussions.
- Curriculum discussions with staff.
- Review of curriculum coverage and progression.
- Evaluation of resources and teaching materials.
- Consideration of safeguarding information and emerging pupil needs.

Monitoring is used to identify strengths, areas for development and opportunities to improve provision.
Leaders ensure that the curriculum remains ambitious, relevant and responsive to the needs of the school community.

Impact

Through our PSHE and RSE curriculum, we want all pupils to leave St James as confident, resilient and compassionate individuals who understand themselves and know how to develop positive relationships with others.
By the time pupils leave Year 6, we want them to:

- Understand what makes a healthy and respectful relationship.
- Recognise the importance of kindness, trust, honesty and respect.
- Understand their own rights and responsibilities.
- Recognise personal boundaries and respect those of others.

- Know how to keep themselves safe, both online and offline.
- Understand the importance of physical health and mental wellbeing.
- Recognise changes associated with growing up.
- Understand how to seek help and identify trusted adults.
- Respect diversity and celebrate differences.
- Make informed and responsible choices.
- Demonstrate confidence, independence and resilience.

Ultimately, we want our pupils to understand their own worth, recognise the value of others and have the knowledge and confidence to flourish.
This reflects our Christian vision: **With God, there is no limit to what you can do. Through Him, all things are possible.**

Prepared by: Mrs J Finch
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