

SABDEN PRIMARY SCHOOL

RSE & PSHE POLICY



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1. Curriculum Statement

At Sabden Primary School, we believe that personal, social and health education (PSHE) and relationships and sex education (RSE) enables our children to become healthy, safe, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We are dedicated to ensuring that Sabden Primary is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school. Behaviour and attitude to learning is underpinned by values that are taught through PSHE and RSE lessons, making it integral to the success of the whole school. PSHE is at the heart of our school ethos. We encourage our children to take part in a range of practical roles and activities that promote active citizenship: Pupil Councillors, Librarians, Eco Warriors, Sports Ambassadors, class and whole school fundraising, reading buddies and engagement in school and local events. Children have opportunities to meet and work with members of the community, such as: health workers, firefighters, police officers, librarians, sports coaches, secondary school pupils and teachers, artists, authors, representatives from the local church, mosques and other places of worship. We participate in, and promote National events such as: Democracy Week, Anti-Bullying Week, Road Safety Week including KS1 and EYFS Right Start programme.

We are committed to supporting the mental health and wellbeing of all pupils at Sabden Primary and take part in Children's Mental Health Week each year in addition to other enrichment activities throughout the year. We are very lucky to have a dedicated Mental Health advocate in school who works with and supports children across the school.

PSHE and RSE is taught as both explicit lessons, using the KAPOW PSHE scheme. It is also embedded in other areas of the curriculum and day-to-day life of the school. We aim to support:

- Happy and positive relationships
- Empathy and compassion
- The confidence to make the most of their abilities
- Value and respect of diversity
- Respect for others' rights to their own values and beliefs
- Evaluation (and appropriate challenge) of the opinions and arguments of others
- Enterprise skills and attributes
- Skills for employability (aspiration, communication, creativity, goal setting)
- Taking positive risks

2. Teaching and Learning

We promote the spiritual, moral, cultural, mental wellbeing and physical development of pupils in our school. Children are taught how to live within the local community and are prepared for the opportunities, responsibilities and experiences they may encounter in later life. We also ensure that all members of the school community understand their respective roles in relation to teaching and confidentiality.

PSHE and RSE lessons have a clear focus which is shared with the children for them to understand how to be successful. The lessons are categorised into five key areas: family and relationships, health and wellbeing, safety and the changing body, citizenship and economic wellbeing. Year 6 have six areas, with the final one being identity. Teachers aim to ensure that children can learn in the way best suited for their individual needs. Teachers give the opportunity to agree ground rules for lessons where sensitive issues may arise. These ground rules should be behaviour and confidentiality focused, and implementation should be consistent and rigorous. Teachers encourage pupils to make links to other areas of the curriculum and school life. Teachers reassure pupils that their best interests will be maintained and where appropriate, staff encourage pupils to talk to their parent or carer and are provided with support to do so.

3. RSE Curriculum

Our choice of PSHE/RSE scheme of work, KAPOW, fulfils the statutory requirements for Relationships and Health Education set out by the Department of Education. It also fulfils the National Curriculum requirement to teach PSHE and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education).

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science. Our chosen scheme, KAPOW, includes 2 year 6 lessons during 'Safety and the Changing body'. Parents are sent a letter consulting them about consent for sex education in year 6. This gives parents time to consider the content and to withdraw their child if they so wish.

4. Assessment

It is important for pupils to have opportunities to reflect on their learning and this will be built into lessons. Teachers will consider what learning has taken place, be able to demonstrate progress, and identify future learning needs for their class as well as individual pupils.

Across the school, PSHE and RSE learning is recorded in a 'PSHE floor book' where examples of work, thoughts, ideas and progress are recorded. Teachers report progress in PSHE at parents' evenings and in annual written reports. Staff at Sabden Primary will ensure that they know their children well, promote good relationships, and will make assessment of PSHE an integral part of every curriculum subject wherever possible. Progress in PSHE is not formally assessed.

5. Planning and Resources

Planning and resources for the PSHE curriculum are accessed from the KAPOW mixed age plans to supplement their planning. The plans aim to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five key areas for EYFS-Year 5:

Family and relationships.

Health and wellbeing.

Safety and the changing body.

Citizenship.

Economic wellbeing

(Year 6 only): Identity

6. EYFS

In EYFS, children are taught PSHE through all aspects of the curriculum. We acknowledge that nurturing the relationship between home, school and the community can be taught by encouraging children to work, share and co-operate. Children in EYFS are also taught how to become more independent and how to respect one another. They are encouraged to:

- ☑ Ask for help and talk to others
- ☑ Manage their thoughts and feelings
- ☑ Build new relationships
- ☑ Show respect to others
- ☑ Develop self-confidence and self-awareness

7. KS1 and KS2

PSHE education contributes to personal development by helping pupils build their confidence, resilience and self-esteem; and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships and develop essential life skills. Children within these weekly sessions are encouraged to:

- ☑ Self-reflect and create goals for themselves

- ☒ Identify unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
- ☒ Build resilience (including self-motivation, perseverance and adaptability)
- ☒ Self-regulate (including promotion of a positive, growth mind-set and managing strong emotions)
- ☒ Recognise and manage peer influence and the need for peer approval, including evaluating perceived social norms
- ☒ Identify strategies for accessing appropriate help and support

Clarify own values (including reflection on the origins of personal values and beliefs) and re-evaluate values and beliefs in the light of new learning, experiences and evidence

Develop and maintain a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

8. Equal Opportunities

All children will be given equal value with regard to ethnicity, gender and cultural background. At Sabden Primary, each pupil is given access to a full range of activities, no matter their special educational or medical need, learning style, social or cultural background, ability or behaviour. Each child's thoughts and opinions are taken seriously and treated with respect. Teachers are aware of children's prior understanding, attainment level and lessons and resources are adapted where necessary to meet all children's needs.

9. Inclusion

We aim to create a learning environment that is inclusive and accessible for all students. Lessons will be taught in a way that is educational, sensitive yet enjoyable and teachers will remain inclusive and meet the needs all children. This is achieved by creating a space that feels safe and will encourage all children to explore their emotions and ask questions through carefully and appropriately planned lessons.

10. Role of the Subject Leader

The PSHE Subject Leader will be responsible for:

- Supporting and monitoring the teaching and learning of PSHE
- ☒ Ensuring the policy and programmes at Sabden are implemented
- ☒ Supporting staff to assess pupil's progress
- ☒ Writing a biennial PSHE action plan for The School Development Plan and evaluating targets throughout the year
- ☒ Attending INSET and providing staff with appropriate feedback
- ☒ Providing new resources when and where necessary
- ☒ Monitoring floor books

Each class teacher is responsible for delivering the PSHE topics to their class and being aware of where extra lessons may be needed.

11. Parents

We actively encourage parent participation, discussion and questions about our PSHE curriculum. To support this we will:

☑ Publish our policy and curriculum overview on the school website

Inform parents of their child's progress at parent evenings and in the annual, written report

☑ Publicise key events relating to the PSHE curriculum and Children's Mental Health and Wellbeing

☑ Invite parents to view the RSE resources prior to lessons starting

Discuss concerns parents may have regarding RSE lessons

Reviewed September 2025

Next review September 2026