

Jolesfield Church of England Primary School

RSE & PSHE Policy

Approved by FGB: 14.07.26

1. Introduction

At Jolesfield Church of England Primary School, we believe every child is uniquely created and loved by God and deserves to flourish academically, socially, emotionally and spiritually. Our PSHE (Personal, Social, Health and Economic Education) curriculum, including Relationships, Sex and Health Education (RSHE), reflects our Christian vision and values by promoting respect, compassion, responsibility, resilience and hope.

We recognise that children today are growing up in an increasingly diverse and rapidly changing world. Our curriculum equips pupils with the knowledge, understanding, skills and vocabulary they need to build healthy relationships, keep themselves safe, manage their physical and mental wellbeing, celebrate diversity and become responsible, active citizens.

PSHE is fundamental to safeguarding and to pupils' personal development. It supports children to understand themselves, develop positive relationships, recognise and manage risk, and know how and where to seek help when they need it. Our curriculum enables children to develop the confidence to make informed decisions and prepares them for the opportunities, responsibilities and experiences of later life.

At Jolesfield, PSHE is taught through the Kapow Primary PSHE & RSE Scheme, adapted where appropriate to reflect the needs of our pupils and our local community. The curriculum is progressive, inclusive and ambitious for all learners, ensuring every child can achieve success regardless of starting point or need.

As a Church of England school, we teach Relationships and Sex Education within a framework of Christian values whilst recognising and respecting the diversity of modern Britain. We promote dignity, respect and kindness towards all people and encourage pupils to value healthy relationships built on trust, respect and mutual care.

2. Statutory Requirements

This policy has been developed in accordance with current legislation and statutory guidance including:

- Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (2025)
- Children and Social Work Act 2017
- Education Act 2002
- Equality Act 2010
- Keeping Children Safe in Education (latest edition)
- Working Together to Safeguard Children (latest edition)
- SEND Code of Practice (2015)
- Human Rights Act 1998
- The National Curriculum for England (2026)

- Public Sector Equality Duty
- Relationships Education and Health Education are statutory in all primary schools.

Parents retain the right to request withdrawal from the non-statutory elements of Sex Education. There is no right to withdraw children from:

- Relationships Education
- Health Education
- National Curriculum Science

The Headteacher will discuss any requests for withdrawal with parents to ensure they fully understand the curriculum and the educational purpose of the lessons.

The Governing Body has overall responsibility for ensuring the policy complies with statutory requirements and is implemented effectively.

The Headteacher is responsible for ensuring that staff receive appropriate professional development and that the curriculum is delivered consistently and effectively across the school.

The PSHE Subject Leader monitors curriculum implementation, supports staff and ensures that the curriculum remains up to date and responsive to statutory guidance and the needs of our pupils.

3. Intent

At Jolesfield Church of England Primary School, we intend our PSHE curriculum to enable every child to flourish personally, socially and emotionally.

Through our curriculum we aim to develop pupils who:

- understand and value themselves as unique individuals created in God's image
- demonstrate kindness, respect and empathy towards others
- build healthy, respectful and positive relationships
- understand the importance of consent, personal boundaries and respectful behaviour
- know how to keep themselves physically and emotionally safe both online and offline
- develop resilience, confidence and independence
- recognise and manage their emotions appropriately
- understand how to maintain positive physical and mental health
- appreciate diversity and challenge prejudice and discrimination
- understand the responsibilities of being members of their school, local community and wider society
- develop the knowledge and confidence to make informed decisions now and in the future.

Our curriculum has been carefully sequenced through the Kapow Primary Scheme to ensure that knowledge and skills build progressively from Early Years through to Year 6.

Learning is revisited regularly to enable pupils to consolidate previous learning whilst developing increasingly sophisticated understanding appropriate to their age and stage of development.

In addition, whole-school safeguarding priorities are revisited at the start of every term, and locality-specific safety education is taught through a biennial programme to ensure learning remains relevant to pupils' lived experiences and local environment.

Our PSHE curriculum contributes significantly to:

- safeguarding children
- personal development
- spiritual, moral, social and cultural education (SMSC)
- British Values
- mental health and wellbeing
- equality and inclusion
- preparation for life in modern Britain.

We recognise that every child brings different experiences, strengths and needs. Lessons are therefore carefully adapted to ensure all pupils, including those with SEND, can fully access learning and make meaningful progress.

4. Curriculum

Jolesfield Church of England Primary School uses the Kapow Primary PSHE & RSE Scheme as the foundation of its PSHE curriculum.

The curriculum is carefully sequenced so that knowledge and skills develop progressively across each year group.

The core areas of our curriculum are:

Relationships Education: statutory (you may not withdraw your child)

Relationships Education forms the core of the primary curriculum and enables pupils to develop healthy, respectful and positive relationships.

Children learn about:

- different types of families
- friendships
- kindness and respect
- recognising healthy and unhealthy relationships
- managing conflict
- online relationships
- bullying and discrimination
- personal boundaries

- consent in age-appropriate contexts
- seeking help from trusted adults.

Teaching promotes inclusion and recognises the diversity of families and relationships within modern British society whilst reflecting the Christian values of love, compassion and respect.

Health Education statutory (you may not withdraw your child)

Health Education equips children with the knowledge and skills to make informed decisions about their physical and mental wellbeing.

Learning includes:

- emotional wellbeing
- recognising and managing feelings
- resilience
- mental health
- healthy lifestyles
- healthy eating
- physical activity
- sleep
- dental health
- personal hygiene
- medicines
- puberty
- keeping safe
- first aid
- online safety.

Children are encouraged to recognise that good mental and physical health are equally important and that seeking support is a positive and responsible action.

Sex Education: within Science and statutory (you may not withdraw your child)

The statutory Science curriculum teaches pupils about human development, reproduction, life cycles and puberty.

Sex Education within RSHE

In addition, Jolesfield will teach non-statutory Sex Education in Year 6. This will be age-appropriate, medically accurate and delivered sensitively within the context of healthy, respectful relationships.

- How babies are conceived from this additional non-statutory lesson

Parents have the legal right to request that their child be withdrawn from the additional non-statutory Sex Education lesson. For further information see Section 8 Right to Withdraw.

Locality-Based Safeguarding Curriculum

In addition to the Kapow Primary PSHE & RSHE Scheme, Jolesfield Church of England Primary School incorporates a number of whole-school safeguarding and wellbeing priorities that are revisited regularly to reinforce key knowledge, skills and protective behaviours.

Beginning of Every Term

At the start of each term, every class revisits key safeguarding and wellbeing learning to ensure pupils remain confident in identifying support, understanding their emotions and recognising how to keep themselves safe. This includes:

- **Trusted Adults** – pupils identify and regularly review their five trusted adults both within school and beyond, ensuring they know who they can turn to for help or support.
- **Three Houses** – pupils complete or update the *House of Dreams*, *House of Good Things* and *House of Worries* to encourage reflection, celebrate strengths and provide opportunities to identify any worries or concerns.
- **Zones of Regulation** – every class revisits the four Zones of Regulation and develops or refreshes an individual emotional regulation toolkit, enabling pupils to recognise their emotions and identify appropriate strategies to regulate them effectively.

Safety Curriculum

Recognising the rural and coastal context of our school community, additional locality-specific safety education is delivered on a **rolling programme**. This ensures pupils receive regular teaching that reflects the environments and situations they are most likely to encounter. National and local safeguarding needs are regularly reviewed, to ensure that our curriculum is adapted and relevantly fit for purpose.

The programme includes:

Year A

- **Keeping Safe Around Dogs**
 - understanding dog body language;
 - asking permission before stroking a dog;
 - knowing how to behave if an unfamiliar dog approaches.

Pupils also benefit from a **Dogs Trust educational visit every two years**.

- **Footpath and Countryside Safety**
 - respecting livestock and farmland;
 - closing gates;
 - remaining on marked footpaths;
 - awareness of horses, cyclists and farm vehicles.

- **Communal Play Areas and Shared Spaces**

- safe use of parks, playgrounds and skate parks;
- safe cycling on shared-use paths, including the Downs Link and other local greenways.

Year B

- **Open Water Safety**

- understanding the dangers of cold-water shock;
- never entering water to rescue another person;
- knowing to call **999** and ask for the **Coastguard** when at the coast.

These messages are reinforced through EYFS, Key Stage 1 & 2 swimming lessons.

- **Beach Safety**

- recognising beach safety flags;
- understanding tides;
- awareness of mudflats and cliff hazards;
- identifying safe places to swim.

- **Safe Outdoor Exploration**

- telling a trusted adult where you are going;
- staying with your group;
- recognising hazards in parks, woods and natural environments.

These locality-based learning opportunities complement the statutory Relationships, Health and Safety curriculum, strengthen pupils' understanding of risk, and support the school's commitment to safeguarding through education.

5. Teaching and Learning

At Jolesfield Church of England Primary School, we believe that high-quality teaching is fundamental to an effective PSHE and Relationships, Sex and Health Education (RSHE) curriculum. Our aim is to create a safe, respectful and inclusive learning environment where every child feels valued, listened to and confident to participate.

PSHE is taught through the Kapow Primary PSHE & RSE Scheme, which provides a carefully sequenced, progressive curriculum from Reception to Year 6. Learning builds upon prior knowledge and revisits key concepts, enabling pupils to deepen their understanding and apply their learning in different contexts.

Teaching is planned to ensure learning is:

- age-appropriate and developmentally appropriate;
- factually accurate and evidence-informed;
- inclusive and accessible to all pupils;
- responsive to pupils' questions and experiences;

- sensitive to the diverse backgrounds, beliefs and needs of our school community.

Teachers establish clear ground rules at the beginning of each unit to promote respectful discussion and create an environment where pupils feel safe to share opinions and ask questions. Pupils are encouraged to express their views respectfully, recognising that others may hold different perspectives.

Teaching approaches include:

- collaborative learning
- discussion and debate
- role play and drama
- storytelling and picture books
- problem-solving activities
- reflection and self-assessment
- scenario-based learning
- video clips and visual resources
- practical activities
- circle time where appropriate.

Teachers use effective questioning to encourage critical thinking and enable pupils to reflect on their own beliefs, values and behaviours.

Children are encouraged to ask questions throughout lessons. Teachers answer questions honestly, using language appropriate to the age and understanding of the pupils, whilst recognising that some questions may be better addressed individually or, where appropriate, in partnership with parents or carers.

Where questions fall outside the planned learning or are not appropriate for the whole class, teachers will explain sensitively why they cannot answer at that time and will follow the school's safeguarding procedures if required.

Assessment within PSHE is primarily formative. Teachers continually assess pupils' understanding through discussion, observation, questioning and reflection.

Assessment informs future planning and enables teachers to identify misconceptions and adapt teaching accordingly.

- PSHE learning also takes place beyond discrete lessons through:
- Collective Worship
- classroom routines
- educational visits
- enrichment activities
- pupil leadership opportunities
- charitable work
- residential experiences
- themed weeks
- wider curriculum links.

These opportunities enable pupils to apply their learning in meaningful contexts and contribute positively to school life.

6. Inclusion

At Jolesfield Church of England Primary School, we are committed to ensuring that every pupil can access a high-quality PSHE and RSHE curriculum, regardless of background, ability or need.

Our curriculum reflects our Christian vision that every individual is valued and treated with dignity and respect.

Teaching is fully inclusive and complies with the Equality Act 2010. We actively promote equality of opportunity and foster positive attitudes towards diversity. We recognise and celebrate differences whilst encouraging pupils to understand the importance of mutual respect, kindness and acceptance.

The curriculum reflects the protected characteristics identified within the Equality Act and promotes respect for all members of society.

SEND

Lessons are carefully adapted to ensure pupils with Special Educational Needs and Disabilities (SEND) can access learning successfully.

Teachers adapt learning through:

- pre-teaching key vocabulary
- visual supports
- practical and concrete resources
- scaffolded activities
- adapted questioning
- small-step learning
- repetition and overlearning where appropriate
- additional adult support
- communication aids
- sensory considerations.

Where appropriate, learning outcomes may be personalised to reflect individual Education, Health and Care Plans (EHCPs) or individual support plans.

Children are supported to participate fully alongside their peers whilst recognising that some pupils may require additional preparation or follow-up support to consolidate learning.

Cultural and Religious Diversity

We recognise that families within our community hold a wide range of cultural, religious and personal beliefs.

Teaching acknowledges these differences respectfully whilst ensuring statutory learning objectives are met.

Children are encouraged to understand that people may have different beliefs, values and lifestyles and that all individuals should be treated with kindness, dignity and respect.

Inclusion of All Families

Our curriculum reflects the diversity of families found within modern Britain.

Children learn that families may look different but are united by love, care and commitment.

This inclusive approach helps pupils develop empathy, challenge stereotypes and prepare for life in an increasingly diverse society.

7. Safeguarding

Safeguarding is central to the delivery of PSHE and Relationships, Sex and Health Education.

The curriculum equips pupils with the knowledge, understanding and confidence to recognise unsafe situations, understand personal boundaries, identify trusted adults and know how to seek help when needed.

Teaching supports pupils to develop an understanding of:

- healthy and unhealthy relationships
- consent and personal boundaries
- online safety
- recognising abuse
- bullying, including prejudice-based bullying
- exploitation
- peer-on-peer abuse
- grooming
- appropriate and inappropriate touch
- keeping themselves physically and emotionally safe.
- identify and regularly review trusted adults
- understand and use the Zones of Regulation to support emotional wellbeing
- recognise and communicate worries using the Three Houses approach
- keep themselves safe in local environments, including around dogs, on footpaths, near open water, at the beach, in parks and on shared cycling routes.

All staff delivering PSHE follow the school's safeguarding procedures and the most recent version of Keeping Children Safe in Education.

Managing Disclosures

Occasionally, pupils may disclose information that raises a safeguarding concern during PSHE lessons. Any disclosures will be treated inline with the school's safeguarding policy.

If a disclosure is made, staff will:

- listen carefully and remain calm;
- reassure the child they have done the right thing by speaking;
- avoid asking leading questions;
- never promise confidentiality
- explain that the information must be shared with the Designated Safeguarding Lead (DSL) in order to keep them safe;
- record the concern promptly and accurately;
- follow the school's safeguarding and child protection procedures without delay.

Responding to Sensitive Questions

Teachers recognise that PSHE lessons may prompt children to ask questions about relationships, growing up or experiences beyond the planned curriculum.

Staff will answer questions:

- honestly;
- factually;
- using age-appropriate language;
- without imposing personal beliefs or opinions.

Where questions are inappropriate for the whole class or outside the planned learning, teachers may:

- answer individually at an appropriate time;
- encourage the child to discuss the question with their parent or carer where appropriate;
- seek advice from the PSHE Subject Leader or DSL.

Safe Learning Environment

Teachers establish clear expectations for respectful behaviour during every lesson.

Ground rules encourage pupils to:

- respect differing opinions;
- avoid sharing personal information;
- listen respectfully;
- use appropriate vocabulary;
- recognise everyone's right to feel safe.

No pupil will ever be expected to disclose personal experiences or participate in discussions that cause discomfort.

Staff Training

All staff delivering PSHE receive appropriate training and support to ensure they are confident teaching sensitive topics.

Professional development may include:

- safeguarding updates;

- Kapow curriculum training;
- RSHE updates;
- equality and inclusion training;
- mental health awareness;
- online safety;
- trauma-informed practice.

The PSHE Subject Leader is responsible for supporting colleagues, monitoring curriculum delivery and ensuring that staff remain informed of changes to statutory guidance and best practice.

8. Parents and Carers

Communication with Parents and Carers

We believe that effective communication with parents and carers is essential to the successful delivery of PSHE and Relationships, Sex and Health Education (RSHE). We are committed to ensuring that families understand what is taught, why it is taught and how learning progresses throughout the primary years.

The school's RSHE/PSHE Policy and curriculum overview are published on the school website and are available to parents and carers on request.

At the beginning of each academic year, class teachers introduce the PSHE and RSHE curriculum for their year group during the September Curriculum Evening. During this meeting, teachers provide an overview of the learning planned for the year and demonstrate how parents and carers can access the school's RSHE/PSHE Policy and curriculum information on the school website.

Jolesfield Church of England Primary School operates an open-door policy and values positive partnerships with parents and carers. Families are encouraged to discuss any aspect of the PSHE and RSHE curriculum with their child's class teacher, the PSHE Subject Leader or the Headteacher at any time. Parents and carers are welcome to view curriculum resources, including those from the Kapow Primary PSHE & RSHE Scheme, and to discuss how lessons are taught, enabling them to support learning at home with confidence.

Right to Withdraw

Relationships Education and Health Education are statutory subjects within the primary curriculum (see Section 4). Parents do not have the right to withdraw their child from Relationships, Health, Science or Safety content.

Sex Education within RSHE

In addition, Jolesfield will teach a non-statutory Sex Education in Year 6. This will be age-appropriate, medically accurate and delivered sensitively within the context of healthy, respectful relationships.

- How babies are conceived from this additional non-statutory lesson

Parents have the legal right to request that their child be withdrawn from the additional non-statutory Sex Education lesson.

If a parent wishes to request withdrawal, they should contact the Headteacher to arrange a discussion. During this meeting, the Headteacher will:

- explain the educational purpose of the lesson;
- outline the statutory curriculum requirements;
- discuss any concerns the parent may have;
- explain the arrangements that will be made should the request proceed.

Alternative educational provision will be made for pupils who are withdrawn from these lessons.

The school hopes that, through positive communication and partnership with parents, most children will participate fully in the curriculum.

9. Monitoring and Evaluation

The quality of PSHE and Relationships, Sex and Health Education is monitored regularly to ensure that the curriculum remains ambitious, inclusive and responsive to the needs of all pupils. All monitoring activity for RSHE and PSHE is inline with the school's monitoring policy.

The Headteacher has overall responsibility for ensuring the policy is implemented consistently across the school and that statutory requirements are met.

The Governing Body will:

- approve the policy;
- monitor its implementation;
- ensure statutory compliance;
- review the effectiveness of provision;
- receive reports from the Headteacher and Subject Leader as appropriate.

Assessment

Assessment within PSHE is primarily formative and is used to inform future teaching rather than to assign attainment levels.

Teachers assess learning through:

- discussion;
- observation;
- questioning;
- reflection;
- pupil self-assessment;
- practical activities.

Assessment focuses on pupils' understanding, application of knowledge and development of skills rather than personal beliefs or experiences.

Policy Review

This policy will be reviewed every two years or sooner if there are significant changes to legislation, statutory guidance or the school's curriculum.

10. Appendix

Appendix A – British Values

The PSHE curriculum actively promotes the British Values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect

Tolerance of those with different faiths and beliefs

These values are explored throughout the curriculum and embedded through everyday school life.

Appendix B – SMSC Development

PSHE contributes significantly to pupils':

- Spiritual Development through reflection, self-awareness and exploring values.
- Moral Development through understanding right and wrong, making informed choices and developing empathy.
- Social Development through collaboration, communication, respect and healthy relationships.
- Cultural Development through celebrating diversity and appreciating different beliefs, traditions and communities.

Appendix C – Equality and Inclusion

The curriculum reflects the Equality Act 2010 and promotes respect for all protected characteristics.

Teaching is inclusive and adapted to ensure all pupils, including those with SEND, can access learning and make progress.

The curriculum celebrates diversity and encourages pupils to challenge stereotypes, prejudice and discrimination.