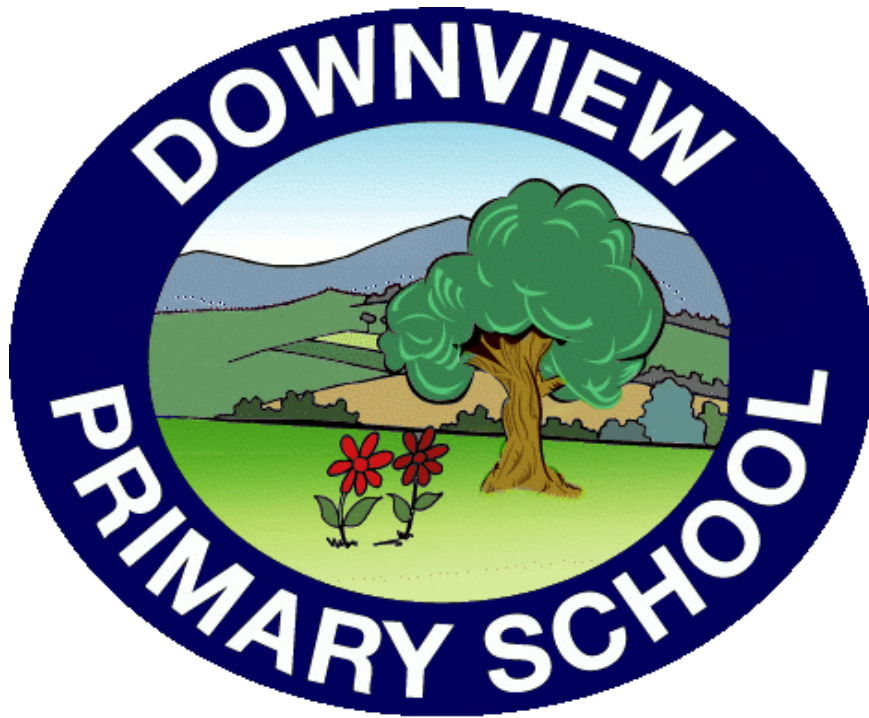




PSHE and RSE Policy

2026



Review Dates

Reviewed: September 2026

Next Review: September 2027

This annual review will ensure that the PSHE and RSE curriculum remains current, relevant, inclusive and fully compliant with statutory guidance while continuing to meet the needs of all pupils.

Introduction

At Downview Primary School, PSHE and RSE are taught through the Kapow Primary scheme of work. This provides a whole-school approach and comprehensive curriculum coverage that meets all statutory requirements for Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE).

The Kapow Primary curriculum is a **spiral curriculum**, which means that pupils revisit key areas of learning throughout their primary education. Each year, children build on prior knowledge and understanding, developing greater depth, maturity and confidence in applying what they have learned. This progressive approach ensures that learning is meaningful, memorable and appropriately sequenced for each stage of development.

The curriculum develops pupils' knowledge, understanding and skills from Reception to Year 6.

The Kapow Primary scheme consists of three areas of learning within EYFS, linked to the Personal, Social and Emotional Development (PSED) prime area, and seven core areas of learning across Key Stages 1 and 2. There are two further additional areas of learning for Year 6 only which are Further First aid and Sex Education, however these are non-statutory.

EYFS

- Self-Regulation
- Building Relationships
- Managing Self

Key Stages 1 and 2

- My Healthy Self
- Connecting With Others
- The Online World
- Citizenship
- Growing Up
- Health Protection
- Staying Safe

The curriculum is designed to be **inclusive, ambitious and progressive**, enabling all pupils to see themselves represented within their learning and to develop the knowledge, skills and attitudes required to thrive in modern society. By the end of primary school, children are equipped with essential life skills that support their wellbeing, safety, relationships, decision-making and preparation for secondary education and adult life.

Aims

Our programme for PSHE and RSE aims to:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly those with protected characteristics under the Equality Act 2010.
- Enable children to revisit and build upon learning through a progressive spiral curriculum.
- Equip pupils with practical life skills that support healthy relationships, emotional wellbeing, personal safety, citizenship and future aspirations.

Through PSHE and RSE we also:

- Promote our core values. (Teamwork, Aspiration, Resilience, Independence and Communication)
 - Consolidate understanding of rights and responsibilities.
 - Support our positive behaviour mantra and self-regulation. (Kind, Respectful, Safe)
 - Develop resilience, empathy, respect and independence.
 - Prepare children to participate positively and responsibly in an increasingly diverse society.
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Organisation of PSHE and RSE within the Curriculum

By following the Kapow Primary PSHE and RSE scheme of work, we can ensure to deliver high-quality teaching and learning across the school. The scheme provides full curriculum coverage, including all statutory content, for every year group.]

- Kapow's carefully sequenced **spiral curriculum** ensures that pupils revisit the key themes of My Healthy Self, Connecting with Others, The Online World, Citizenship, Growing Up, Health Protection and Staying Safe every year. Learning becomes progressively more sophisticated as pupils move through the school, enabling children to deepen their understanding and make meaningful links between different aspects of their learning.

PSHE and RSE are delivered through:

- Weekly PSHE lessons across the school.
- Sensitive topics being taught by the class teacher.
- NSPCC "PANTS" lessons.
- Special focus days, enrichment opportunities and visitors.
- Cross-curricular opportunities where appropriate.
- Drama and Role-Play
- Assemblies

Through these experiences, children develop the confidence, resilience and life skills required to keep themselves safe, manage relationships positively and contribute effectively to society.

Teaching and Learning: Strategies for the Teaching of PSHE and RSE

Our teaching approach reflects the progressive nature of the Kapow curriculum. Teachers build on previous learning, revisit prior knowledge regularly, and provide opportunities for pupils to reflect on their personal growth and understanding. This enables children to make connections between learning across year groups and apply their knowledge confidently in real-life situations.

The curriculum is inclusive and accessible to all pupils and promotes active participation, discussion, critical thinking and reflection through:

- Establishing clear ground rules in consultation with children.
- Using clear, age-appropriate language.
- Using distancing techniques, including role play and hypothetical scenarios.
- Avoiding stereotypes, prejudice and assumptions.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Using engaging and varied learning activities.
- Providing opportunities to practise and demonstrate knowledge, skills and attitudes.
- Encouraging personal reflection.
- Adapting learning appropriately.

- Using a variety of groupings to support participation and discussion.
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The Role of the PSHE and RSE Coordinator

The PSHE and RSE Coordinator will:

- Support colleagues in planning, teaching and assessing PSHE and RSE.
 - Ensure the progressive implementation of the Kapow spiral curriculum throughout the school.
 - Monitor progression and continuity across year groups.
 - Renew, update and audit curriculum resources.
 - Monitor and evaluate teaching and learning.
 - Support assessment and record-keeping.
 - Ensure the curriculum remains inclusive and responsive to pupils' needs.
 - Keep abreast of developments in PSHE and RSE education.
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Assessment

Pupils' understanding, knowledge and skills are assessed through observation, discussion, questioning and participation in learning activities. Pupils are encouraged to talk about and reflect on their own experiences and learning. They are also encouraged to use the 'I wonder' box and post their 'I wonder' thoughts as part of their reflection at the end of each lesson.

Assessment focuses on the progression of knowledge, understanding and personal development over time. The spiral curriculum enables teachers to identify how effectively pupils are building on prior learning and applying important skills in increasingly complex situations. Each term, teachers will have identified whether pupils have met, exceeded, or are working towards the desired learning intentions for each of the key skills.

By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and processes outlined within the relevant programme of study.

SEND

At Downview Primary School, all children are entitled to access a high-quality PSHE and RSE curriculum.

The inclusive design of the Kapow Primary programme supports all learners by providing opportunities for learning that can be adapted to meet individual needs. Appropriate reasonable adjustments will be made to remove barriers to learning and ensure pupils can access, understand and engage with the curriculum successfully.

This may include:

- Adapted resources.
- Additional adult support.
- Alternative methods of recording.
- Visual aids and scaffolds.
- Adjustments to lesson pace and content.
- Drama and role-play

Learning will complement individual learning plans, education, health and care plans and other personalised support arrangements where appropriate.

Equal Opportunities

Downview Primary School is committed to providing an inclusive learning environment where all pupils are valued and respected.

The Kapow curriculum promotes equality, diversity and inclusion by representing a wide range of experiences, families, cultures and communities. Lessons encourage pupils to celebrate difference, challenge stereotypes and develop respect for themselves and others.

All pupils have equal access to learning opportunities regardless of gender, ethnicity, disability, religion, culture, family background or personal circumstance

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school

We may use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long- term plan will be shared with the visitor.

Safeguarding

PSHE and RSE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately. The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required. Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day. Children will be made aware of who they can talk to/where to go should they require support:

- Any staff member at school
 - 'Thoughts box' in class
 - Local agencies
 - National agencies such as Childline
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Monitoring and Evaluation

SLT and Subject Leader will monitor and evaluate PSHE and RSE through:

- Learning walks.
- Lesson observations.
- Pupil voice activities.
- Evidence of learning in Learning Journals
- Staff feedback.
- Parent and carer feedback.
- Analysis of curriculum progression across year groups.

Particular attention will be given to ensuring that the spiral curriculum is implemented effectively and that pupils demonstrate progression in knowledge, understanding and life skills as they move through the school.

Right to withdraw from Sex Education

A parent or carer cannot legally withdraw their child from any aspect of the statutory Relationships Education or Health Education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- In advance the teacher will advise parents as to when the Sex Education sessions are going to be delivered in school. (Year 6 only)
 - Parents/carers should contact the head teacher by email prior to the day of the lesson.
 - Parents/carers will be contacted by a member of staff and will give an opportunity for the school and the parent/carer to discuss concerns, share content of the sessions and to outline the impact on the children of missing sex education lessons.
 - Children who are withdrawn will spend the duration of the lesson in a different classroom covering another aspect of the PSHE curriculum independently.
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