
RSE and Health Policy 2025 - 2027



Kindness



Focus



Creativity



Responsibility



Collaboration

Vision

Our vision and values underpin our ethos - **Excellence For All** - and all pupils are encouraged to achieve their full potential. Every member of our school community is taught to respect and value each other. Wherever possible we make close links between our values and PSHE curriculum.

Personal, Social, Health and Economic Education (PSHE) is an fundamental part of all pupils' education. Through a planned programme of learning, we provide our pupils with the knowledge, understanding and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. By implementing a high quality, evidence-based relationships, sex and health education (RSHE) curriculum delivered through PSHE and wider curriculum lessons, assemblies, trips and workshops, we prepare our pupils for the opportunities and responsibilities of adult life and promote their moral, social, mental and physical development so that they can thrive as individuals, have positive healthy relationships and develop into confident members of their community. In addition, we support our pupils to develop positive characteristics underpinned by our school values including kindness, responsibility, self-respect and worth, honesty and integrity.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to discrimination, intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

In our school we embrace the British values of: democracy, the rule of law, individual liberty, mutual respect and tolerance. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We are educating our children to live in the real world with all its contradictions. We believe we must not let our adult knowledge and bias prevent us seeing things from a child's perspective. Our focus is on building healthy attitudes and positive relationships in an environment where differences are celebrated and everyone is included and valued for who they are.

Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Have a sense of purpose
- Value and respect themselves and others
- Develop safe and respectful relationships
- Make and act on informed decisions
- Value different family structures
- Promote good health and carrying out first aid
- Operate safely in a digital world
- Create and maintaining positive friendships
- Understand the changes that take place during puberty
- Learn to make independent choices and not be influenced by others
- Be active citizens within the local community
- Explore issues related to living in a democratic society

Curriculum Content

PSHE which includes Relationships Education (and Sex Education for Year 6 only), is taught weekly in blocks of study across the year through a planned programme of study that incorporates the structure of the *Kapow RSE and PSHE Primary* programme but tailored to the needs of our community. Our PSHE curriculum brings together the statutory and non-statutory guidance within the:

- [National Curriculum](#);
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#);
- [Education for a Connected World](#) and [The PSHE Association Programme of Study for PSHE Education](#).

Teaching strategies are varied and scaffolded as appropriate to ensure that all pupils can access the learning.

There are four areas of study covering eight curriculum areas: family, relationships, health, wellbeing, citizenship, economics, safety and the that are designed to progress in sequence from September to July.

| Term - Focus | Content |
|---|--|
| Autumn 1- Family and Relationships | Learning how to: Form respectful relationships with others; Identify, name and deal with conflict and bullying; Identify and challenge stereotypes. |
| Spring 1 - Health and Wellbeing | Learn strategies for: Looking after their mental health; Looking after their physical health including healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep. |
| Spring 2 - Citizenship and Economic Education | Learning about: Human rights and the rights of the child; Democracy; Diversity and community; Sustainability and protecting the environment. |
| Summer 2 - Safety and the Changing Body | Learning: How to administer first aid in a variety of situations; About safety around medicines; About online safety; About road safety; To correctly name body parts and physical changes related to puberty; About the changes which occur during puberty. |
| In Year 6 only - Identity | Considering what makes us who we are whilst learning about body image. |

Developing and Embedding Knowledge Over Time

PSHE learning begins in Early Years. Personal, Social and Emotional Development is one of the three Prime Areas in the [Statutory Framework for the Early Years Foundation Stage](#). Alongside the other two prime areas: Communication and Language and Physical Development, the foundations are laid for children to achieve in all areas of learning and life

Our PSHE curriculum, underpinned by the Kapow units of study, is designed as a spiral curriculum with the following principles in mind:

- **Cyclical:** pupils revisit the eight key areas throughout Key Stage 1 and Key Stage 2 with foundational knowledge being taught through the Early Years PSED (Personal, Social, Emotional Development) curriculum and role-modelled through adult-pupil interactions across the wider curriculum and within the continuous provision.
- **Increasing Depth:** each time a key area is revisited, it is covered with greater depth and maturity in an age appropriate manner.
- **Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Teaching and Learning

In line with our Teaching and Learning Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Inclusivity is at the heart of our PSHE and RSE curriculum. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Through our PSHE curriculum, pupils have opportunities to develop their oracy skills by:

- Discussing scenarios to gain understanding;
- Role-playing characters in scenarios to help develop empathy;
- Explaining choices using key explicitly taught vocabulary;
- Responding to questions and ask questions of one another;
- Collaborating to problem solve and demonstrate knowledge;
- Expressing opinions in a respectful and thoughtful manner.

The themes of personal development are further reinforced through the behaviour policy, which supports pupils to demonstrate positive, values-driven behaviours in all aspects of their school life and to reflect upon the impact of their behaviour and attitude towards others and what they could do differently next time when behaviours do not align with our expectations.

Children are taught to voice their concerns. They are taught to identify and name safe adults within and outside of school and know safe agencies to contact should they have concerns for their own wellbeing or safety such as Childline.

Children are also taught to share their feedback and input into their own curriculum offer. Our pupil ambassador groups regularly collect pupil voice, sharing ideas with teachers and leaders on how we can improve our school and aspects of school life. Children play an active part in the Green Flag, Active Travel Award, Healthy Schools Award and Rights Respecting School programme.

Parental Involvement

The school believes that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers are informed through curriculum leaflets, school newsletters, resources within the parents section of our school website and pupil assemblies and community events. '[Keeping your child safe](#)', offers a wide range of advice and guidance to support parents. Working with parents is a vital part of the whole school approach to PSHE. Aspects of it are included in our home-school agreement. We aim to involve outside agencies, including the NSPCC, School Liaison Police Officer, dental health advisors, the school nursing team, e-safety advisors, St John Ambulance service to deliver aspects of the PSHE curriculum where possible.

Relationships and Sex Education can be a highly sensitive subject and we firmly believe that effective RSE makes a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Our RSE teaching and learning is set within a context that is consistent with the school's vision and values:

- It is based on inclusive principles and values emphasising respect, compassion, loving care and forgiveness. It is sensitive to the circumstances of all children and is mindful of the expressions of family life in our culture.
- The exploration of reproduction within the science curriculum stands alongside the exploration of relationships, values and morals and belief.
- Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right of people to hold their own views within a framework of respect for others.

Withdrawal from RSE Lessons

Parents/carers have the right to withdraw their children from the Sex Education aspects of the curriculum. The relationship and health aspects of the curriculum are statutory and so pupils cannot be withdrawn from them. The same is true for any content that is included in statutory National Curriculum Science. These are:

- Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Year 2: Notice that animals, including humans, have offspring which grows into adults.
- Year 5: Describe the life processes of reproduction in some plants and animals; describe the changes as humans develop to old age including learning about changed experienced in puberty.

Sex Education lessons are only taught in Year 6. Those parents/carers wishing to exercise their right to withdraw their child from the two lessons covering this content are invited in to discuss this with a school senior leader who will explore any concerns and explain the impact that withdrawal from these lessons may have on the child.

Parents/parents are fully informed in advance of the subjects that will be covered and the ways in which they will be taught. Parent workshops are held to allow parents to view the materials and ask questions. Materials will also be available to parents/carers who wish to supplement the school RSE programme or who wish to deliver RSE to their children at home.

Dealing with Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later.

The school believes that individual teachers must use their skill and discretion in this area and they will be well prepared through CPD to deal with issues that arise and will always follow the school safeguarding and behaviour policies as appropriate with regard to disclosures or incidents that arise as a result of PSHE lessons.

Our school believes that PSHE and RSE should meet the needs of all pupils, answer appropriate questions and offer support. In RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school will liaise with parents/carers on this issue to reassure them of the content and context.

Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE through book looks, planning scrutiny and observations. All monitoring will aim to ensure that PSHE provision is consistent and coherent and in line with the school curriculum. Evaluation will be based on.

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. General comments about PSHE will be included in annual reports to parents.

Training and Support for Staff

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Links with Other Policies

We recognise the clear link between PSHE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Positive Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Intimate Care Policy
- RE Policy
- Safeguarding Children Policy
- Use of photography and equipment by Parents and Carers Policy
- SEND Policy
- Teaching and Learning Policy

Confidentiality and Child Protection

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will follow the procedures for reporting a concern to the designated safeguarding lead or deputy who will take action as laid down in the Child Protection and Safeguarding Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process. New Wave Federation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Child Protection and Safeguarding Policy and procedures are available on our school website and provide comprehensive information regarding all forms of child exploitation.

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