



Lowercroft Primary School

RSE & PSHE Policy

Written by Samantha Kay, Personal Development Lead

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Statement of intent

At Lowercroft Primary School we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.

Our RSE & PSHE offer incorporates Kapow Primary's scheme of work which aims to help pupils develop the knowledge, skills and attributes they need to lead confident, healthy and fulfilling lives. The intention is for pupils to understand themselves and others, form positive relationships and make informed choices that support their wellbeing and the wellbeing of those around them.

The scheme encourages pupils to think with empathy, integrity and self-awareness, recognising how their actions and attitudes contribute to their communities. It supports them in developing respect for diversity, managing change and understanding their rights and responsibilities as citizens.

The RSE & PSHE curriculum is designed to build a strong foundation for safeguarding, preparing our pupils to navigate an increasingly complex world with confidence and care. Lessons promote emotional literacy, resilience and a sense of personal agency, helping pupils to approach life's challenges with maturity and compassion.

The scheme supports teachers by providing clear guidance, structured progression and engaging resources, enabling them to deliver sensitive topics with confidence. The curriculum is both accessible and ambitious, ensuring all pupils can participate fully and achieve their potential as kind, thoughtful and responsible individuals.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Children and Social Work Act 2017
- DfE 'National curriculum in England: framework for key stages 1 to 4'
- DfE 'Personal, social, health and economic (PSHE) education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Keeping children safe in education 2023' (KCSIE)

This policy operates in conjunction with the following school policies:

- Primary Relationships and Health Education Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.

- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The PSHE Lead is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.
- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

3. Aims and structure of the PSHE curriculum

The school will seek to use PSHE to build, where appropriate, on the statutory content outlined in curriculum guidance documents on:

- Drug education.
- Financial education.
- Relationships and sex education (RSE).
- The importance of physical activity and diet for a healthy lifestyle.

The school recognises that it is now a statutory requirement to teach much of PSHE education via the statutory content – often referred to as RSHE – covering relationships education at key stages 1 and 2, relationships and sex education (RSE) at key stages 3 and 4, and health education from key stages 1 to 4.

The PSHE subject leader will work closely with their colleagues in these curriculum areas and ensure that content is planned and taught in line with the following policies:

- Primary Relationships and Health Education Policy.

The school's PSHE curriculum will also cover economic wellbeing, careers and enterprise education, and personal safety, including assessing and managing risk, as vital parts of the school's PSHE curriculum.

PSHE complements several other curriculum subjects; therefore, where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

Curriculum organisation

PSHE education will address both pupils' current experiences and preparation for their future. The programme of study will therefore provide a spiral curriculum to develop knowledge, skills and attributes, where prior learning is revisited, reinforced and extended year on year.

Through effective organisation and delivery of PSHE, the school will ensure that:

- Core knowledge is sectioned into units of a manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The PSHE programme will be delivered by appropriately trained members of staff through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and services
- School values and ethos
- Small group work
- Cross-curricular links
- Assemblies
- Enrichment days or weeks

The school will use direct teaching via timetabled lessons to teach PSHE. Pupils will be taught PSHE through a range of teaching and learning styles, including active techniques such as discussion and group work. Pupils' opinions and questions, unless inappropriate, will be responded to respectfully by teachers.

PSHE lessons will be tailored to the pupils being taught, with consideration of:

- Pupils' ability.
- Pupils' age.
- Pupils' current knowledge on and readiness to learn about the topic being covered.
- Pupils' cultural backgrounds.
- Pupils with EAL.
- Pupils with SEND or other needs.

The school will deliver relationships and health education as part of its timetabled PSHE programme, with due regard to the school's Primary Relationships and Health Education Policy.

4. Programme of study

RSE & PSHE is guided by the DfE's statutory guidance for Relationships Education and Health Education (2019) and informed by key non-statutory frameworks, including the PSHE Association Programme of Study and the DfE's non-statutory Citizenship curriculum.

The RSE & PSHE curriculum is structured around five core areas:

- Family and relationships.
- Health and wellbeing.
- Safety and the changing body.
- Citizenship.
- Economic wellbeing.

These key areas are revisited through each year group, ensuring clear progression, coherence and balance. In Year 6, pupils also explore an additional key area, Identity, to support their transition to secondary school. The PSHE programme of study will cover the following topics:

Core theme 1: Family and relationships

Pupils learn how to form and sustain respectful relationships, recognising the importance of care, trust and communication. They also explore strategies for resolving conflict, understand the impact of bullying and challenge stereotypes.

These lessons help children to appreciate diversity within families and friendships and to value positive, supportive connections with others.

Core theme 2: Health and wellbeing

This key area focuses on equipping pupils with strategies to look after their mental and physical health.

Lessons include healthy lifestyles, the importance of sleep, relaxation techniques, sun safety, immunisation and the benefits of balanced nutrition and exercise.

Pupils also learn about resilience and how to manage their emotions, laying the foundations for lifelong wellbeing.

Core theme 3: Safety and the changing body

Pupils develop essential knowledge and skills to stay safe in a range of contexts, including at home, online and in the community. They learn basic first aid, safety around medicines, road safety and how to respond to emergencies.

As they grow older, pupils also explore the changes that occur during puberty, preparing them to manage this stage of development with confidence and understanding.

Core theme 4: Citizenship

Through this key area, pupils gain an understanding of their rights and responsibilities as members of society. They learn about democracy, human rights, diversity and the importance of community.

Lessons also explore environmental stewardship and encourage pupils to consider how their actions can make a positive impact locally and globally.

Core theme 5: Economic wellbeing

Pupils learn how to make informed decisions about money, including spending, saving and budgeting. They explore where money comes from, how to keep it safe and the value of work in its many forms.

As they progress, pupils consider stereotypes around jobs and careers, broadening their understanding of future opportunities and economic responsibility.

Additional core theme: Identity (Year 6 only)

In Year 6, pupils reflect more deeply on personal identity and what makes us who we are. They consider body image, self-esteem and the influence of media and culture on how we view ourselves and others.

This unit helps pupils to build confidence, respect diversity, and enter secondary school with a secure sense of self.

Sex Education (Primary)

Sex education is not compulsory in primary schools, but the Department for Education recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

For further details of the content of the RSE curriculum taught please see RSE Parent Guidance – Breakdown by Year Group on the school website.

The document outlines:

- **How the RSE scheme is structured**
- **The statutory requirements for each year group**
- **How RSE is taught in lessons**
- **Approaches to puberty and human reproduction**
- **Updates on addressing sexual harassment**

- Tips for parents to support their child at home.

5. Assessment

The school will set the same high expectations of the quality of pupils' work in PSHE as for other areas of the curriculum. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

Lessons will be planned to ensure pupils of differing abilities are suitably challenged. Teaching will be assessed to identify where pupils need extra support or intervention.

Pupils' knowledge and understanding will be assessed through formative assessment methods such as tests, written assignments, discussion groups and quizzes in order to monitor progress.

6. Withdrawal from lessons

The school will always recognise that parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSHE.

The school will uphold that parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.

Requests to withdraw a child from sex education must be made **in writing** to the Headteacher.

Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the pupil, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will inform parents of the benefits of their child receiving sex education and any detrimental effects that withdrawal might have. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's Records Management Policy.

Pupils who are withdrawn from sex education will receive appropriate, purposeful education during the full period of withdrawal.

For requests concerning the withdrawal of a pupil with SEND, the headteacher will take the pupils' specific needs into account when making their decision.

7. Equality and accessibility

The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of any of the protected characteristics.

The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for some pupils based on their protected characteristics.

The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.

Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.

Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

8. Safeguarding

The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.

The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.

Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.

Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's Pupil Confidentiality Policy.

Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line with the school's Child Protection and Safeguarding Policy, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.

The DSL or deputy DSL will be involved in the development of safeguarding-related elements of the PSHE curriculum.

9. Monitoring and review

This policy will be reviewed by the headteacher and PSHE Lead on an **annual** basis. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is **December 2026**.

