



# **PSHE/RSE Policy**

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## **Introduction**

This policy outlines the teaching, organisation and management of Personal, Social, Health and Economic (PSHE) Education and Relationships, Sex and Health Education (RSHE) at Brookfield Community Primary School.

From September 2026, Brookfield Community Primary School will deliver a comprehensive, inclusive and age-appropriate PSHE and RSHE curriculum that reflects the statutory requirements, current educational guidance and the needs of our pupils. The curriculum is designed to equip children with the knowledge, skills, values and attributes they need to thrive both now and in the future.

Through high-quality PSHE and RSHE education, pupils will develop an understanding of themselves and others, learn how to build and maintain positive, respectful relationships, and gain the confidence to make informed decisions about their physical health, mental wellbeing, safety and personal development.

The curriculum promotes pupils' emotional literacy, resilience, self-awareness and social responsibility, enabling them to contribute positively to their communities and wider society. It also supports children in understanding diversity, inclusion, equality and mutual respect, preparing them for life in modern Britain and an increasingly interconnected world.

Brookfield Community Primary School is committed to providing a safe, supportive and inclusive learning environment where pupils can explore sensitive issues appropriately, ask questions confidently and develop the knowledge and skills required to lead healthy, happy, safe and fulfilling lives.

## **Intent**

At Brookfield Community Primary School, our intent is to provide a high-quality Personal, Social, Health and Economic (PSHE) and Relationships, Sex and Health Education (RSHE) curriculum that enables all pupils to become healthy, safe, respectful and responsible members of society. We aim to equip children with the knowledge, skills and understanding they need to manage their lives now and in the future. Through an inclusive and progressive curriculum, pupils develop self-awareness, emotional literacy, resilience and confidence, enabling them to make informed decisions about their wellbeing, relationships and personal safety.

Our PSHE and RSHE curriculum promotes positive mental and physical health, encourages respect for diversity and equality, and supports pupils in building positive relationships based on kindness, empathy and mutual respect. We strive to prepare children for life in a rapidly changing world by developing their understanding of online safety, citizenship, economic wellbeing and their responsibilities within local, national and global communities.

Through a safe, supportive and nurturing environment, we empower all pupils to flourish academically, socially and emotionally, preparing them for the next stage of their education and for life beyond primary school.

## **Implementation**

In PSHE, we implement an inclusive curriculum that meets the needs of all pupils, including those with special educational needs and the more able.

Our PSHE curriculum follows the Kapow Primary scheme of work and is progressive, carefully sequenced and responsive to the needs of our children. Through the Kapow curriculum, pupils

develop the knowledge, skills and attributes needed to manage their lives now and in the future, supporting their personal, social, emotional and health development.

Lessons are engaging, discussion-based and carefully structured, with clear knowledge- and skills-based learning objectives. Key vocabulary and concepts are explicitly taught and revisited to support retention and understanding. The Kapow scheme provides opportunities for reflection, discussion and assessment throughout each unit, enabling pupils to demonstrate their progress and understanding. Teachers assess learning in PSHE against both knowledge-based and skills-based learning objectives.

Our curriculum is delivered through highly effective 'quality first teaching' as described in the Teaching and Learning Policy. Enrichment opportunities, including visitors, workshops, themed events and wider community links, provide meaningful experiences that enhance pupils' personal development, wellbeing and understanding of the world around them. Through the Kapow PSHE scheme, pupils are encouraged to develop confidence, resilience, respect and an understanding of how to keep themselves healthy, safe and prepared for life in modern Britain.

### **Impact**

Our well-planned PSHE curriculum ensures that children develop the essential knowledge, skills and attributes needed to thrive both now and in the future.

All pupils' learning is progressive, developmental and engaging. Through the Kapow Primary PSHE scheme, children build their understanding of relationships, health and wellbeing, living in the wider world and personal safety. Teaching promotes confidence, resilience, self-awareness and respect for others, enabling children to make informed decisions and develop positive attitudes towards themselves and those around them.

Children leave each year group with a secure understanding of the key concepts taught and are equipped with the skills needed to manage challenges, build positive relationships and contribute positively to society. Our PSHE curriculum supports pupils to become responsible, respectful and active citizens, enabling each child to be the best they can be.

### **PSHE Curriculum Planning**

PSHE units have been carefully sequenced throughout the school year to ensure that knowledge, skills and personal attributes are progressive and build upon prior learning. These are outlined on each year group's long-term plan. Teachers follow the Kapow Primary PSHE and RSE Scheme of Work, using progression documents and unit overviews to ensure full coverage of the key strands: Self and Wellbeing, Relationships, Health and Safety, Citizenship and Economic Wellbeing. Learning is mapped progressively across the school, enabling pupils to revisit and deepen their understanding of important concepts over time.

In the Early Years Foundation Stage, personal, social and emotional development is primarily taught through the Personal, Social and Emotional Development (PSED) area of learning, alongside Understanding the World. Children are supported to develop self-awareness, manage emotions, build positive relationships and understand the world around them through play-based experiences, discussion and exploration.

The main focus of PSHE teaching in Key Stage One is to help pupils develop an understanding of themselves and others. Children learn about feelings, friendships, families, healthy lifestyles, personal safety and belonging to communities. They are encouraged to share their ideas, ask questions and develop the vocabulary needed to discuss their thoughts and experiences confidently and respectfully.

In Lower Key Stage Two, pupils broaden their understanding of relationships, wellbeing and their role within the wider world. They explore topics such as diversity, inclusion, physical and mental health, online safety, rights and responsibilities, and financial awareness. Children are encouraged to reflect on different viewpoints, develop empathy and begin to apply their learning to real-life situations.

The main focus of PSHE teaching in Upper Key Stage Two is to enable pupils to develop a deeper understanding of the knowledge and skills needed to navigate an increasingly complex world. Through discussion, reflection and enquiry, pupils explore themes such as identity, healthy relationships, emotional wellbeing, personal safety, citizenship and economic understanding. Children are encouraged to think critically, consider the consequences of their choices, respect different perspectives and develop the confidence to make informed decisions. As they prepare for the transition to secondary school, pupils build resilience, independence and a strong understanding of how to stay safe, healthy and responsible members of society.

### **Relationships and Sex Education (RSE)**

Relationships and Sex Education will be delivered through the school's PSHE curriculum using the Kapow Primary scheme of work. Kapow provides a carefully sequenced, age-appropriate and inclusive curriculum that meets statutory requirements for Relationships Education and Health Education in primary schools.

RSE teaching will be delivered through planned lessons within the PSHE curriculum and will promote pupils' physical, emotional and social development. Lessons are designed to help children develop the knowledge, skills and understanding needed to build positive relationships, understand personal safety, respect differences and develop healthy attitudes towards themselves and others.

Teaching will be adapted to meet the needs of all pupils and will be delivered in a safe, supportive and respectful learning environment where children feel able to ask questions and express their views appropriately. Staff will use a range of teaching approaches and resources to ensure learning is engaging, accessible and sensitive to pupils' ages, stages of development and individual needs.

The Kapow scheme supports progression across year groups, ensuring that key themes are revisited and built upon over time. Parents and carers will be informed about the content of the curriculum and the school will work in partnership with families to support children's learning in this area.

### **Sex Education in Year 6**

Sex Education is not statutory in primary schools. However, in line with the school's commitment to providing pupils with a comprehensive, age-appropriate education that prepares them for the transition to secondary school, Brookfield Community Primary School chooses to deliver the optional Year 6 Sex Education programme as part of its wider Relationships, Sex and Health Education (RSHE) curriculum.

The programme is designed to provide pupils with accurate, factual and age-appropriate information before misconceptions develop. It promotes the use of correct scientific vocabulary, encourages respectful discussion and helps pupils develop an understanding of human reproduction, pregnancy, birth and parenthood in a safe, inclusive and sensitive learning environment.

The Year 6 Sex Education programme includes learning about:

- the correct scientific names and functions of the male and female external reproductive organs;
- human reproduction, including how a baby is conceived through sexual intercourse;

- the role of sperm and egg in fertilisation;
- how a fertilised egg develops in the uterus during pregnancy;
- how babies are born, including vaginal birth and caesarean birth;
- different ways people may become parents, including adoption and IVF;
- the responsibilities, care and commitment involved in becoming a parent or carer.
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Teaching is delivered using high-quality, age-appropriate resources and follows statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education. Lessons are carefully planned to ensure that learning is factual, inclusive and respectful of the diverse backgrounds, beliefs and family structures represented within the school community.

The programme is typically taught during the summer term of Year 6, following pupils' learning about puberty and physical and emotional changes. This sequencing supports pupils as they prepare for the transition to secondary education.

A safe and supportive classroom environment is established through agreed ground rules, the use of appropriate language and opportunities for pupils to ask questions in a respectful manner. Where appropriate, pupils may submit anonymous questions, which teachers will answer in an age-appropriate, factual and sensitive way.

Parents and carers have the legal right to withdraw their child from the non-statutory Sex Education elements of the Year 6 programme. Requests for withdrawal should be made in writing to the Headteacher. The statutory elements of Relationships Education, Health Education and the National Curriculum for Science remain compulsory and cannot be withdrawn from.

### **Teaching and Learning Style**

Our principal aim is to develop children's knowledge, skills, understanding and personal attributes that will enable them to become healthy, safe and responsible members of society. This is achieved through a range of teaching approaches, including whole-class teaching, collaborative learning, discussion-based activities and opportunities for individual reflection.

We encourage children to ask questions, share opinions, explore different viewpoints and reflect on their own experiences in a safe and supportive environment. Through discussion, role-play, scenarios, debates and problem-solving activities, pupils develop critical thinking skills and learn how to make informed decisions. Lessons provide opportunities for children to explore real-life situations and consider how their learning can be applied both now and in the future.

Teaching and learning are enhanced through the use of high-quality resources, age-appropriate stimulus materials and ICT where appropriate. Pupils are encouraged to communicate their ideas clearly, listen respectfully to others and develop the vocabulary needed to discuss sensitive and important topics with confidence.

The Kapow Primary PSHE and RSE curriculum places a strong emphasis on pupil voice, reflection and active participation. Children engage in activities that promote wellbeing, positive relationships, personal safety, citizenship and economic understanding. Wherever possible, learning is enriched through visitors, workshops, themed events and links with the wider community, helping pupils to make meaningful connections between their learning and the world around them.

### **Assessment**

Children's progress in PSHE is continually monitored throughout their time at Brookfield Primary School and is used to inform future teaching and learning. Assessment focuses on pupils' acquisition of knowledge, understanding and skills, as well as their ability to apply their learning to real-life situations. By the end of each key stage, pupils are expected to have developed the

knowledge, skills and attributes outlined within the PSHE curriculum and to be prepared for the next stage of their education and personal development.

Assessment for learning is an ongoing process throughout the planning, teaching and learning cycle. Teachers use a range of formative assessment strategies to monitor progress and identify next steps. These include:

- Observing children during discussions, collaborative activities, role-play and group work.
- Questioning, talking and listening to children to assess understanding and attitudes.
- Considering pupils' responses, reflections and completed learning activities.
- Reviewing pupil voice and opportunities for self-assessment and reflection.
- End-of-unit assessment activities provided through the Kapow Primary PSHE and RSE curriculum.
- Assessment of key knowledge, vocabulary and skills against unit learning objectives.

In the Early Years Foundation Stage, children are assessed against the Personal, Social and Emotional Development (PSED) and Understanding the World areas of learning within the EYFS Framework. Practitioners observe children in a range of contexts and assess their progress towards the Early Learning Goals, identifying whether children are meeting expected levels of development or are still working towards them.

Assessment information is used to celebrate achievement, identify areas for development and ensure that all pupils make progress within the PSHE curriculum.

## **Inclusion**

At Brookfield Primary School, we aim to meet the needs of all our children through inclusive PSHE teaching and learning. Our curriculum is carefully planned to ensure that all pupils, regardless of ability, background or need, can access and engage with learning. Through the use of adaptive teaching strategies, differentiated questioning, scaffolded activities and a range of learning approaches, all children are supported to achieve success.

The Kapow Primary PSHE and RSE curriculum promotes inclusivity, diversity and respect, ensuring that every child feels represented, valued and heard. Lessons provide opportunities for pupils to share ideas, express opinions and reflect on their own experiences within a safe and supportive environment.

Children with SEND are supported through appropriate adaptations, adult guidance where required and activities designed to develop communication, social interaction, emotional literacy and self-confidence alongside PSHE knowledge and skills. This enables all pupils to take an active role in discussions, collaborative tasks and reflective activities. More able pupils are challenged through opportunities to think critically, evaluate different viewpoints and apply their learning to increasingly complex scenarios.

We believe that every child should have the opportunity to develop the knowledge, skills and attributes needed to lead healthy, safe and fulfilling lives and to become active, responsible members of society.

## **Role of the Subject Leader**

It is the responsibility of the PSHE Subject Leader to monitor the quality of teaching and learning and the standards of pupils' work across the school. The Subject Leader supports colleagues in the delivery of the curriculum, keeps up to date with national developments and statutory requirements, and provides strategic leadership and direction for PSHE.

The Subject Leader oversees the implementation of the Kapow Primary PSHE and RSE curriculum, ensuring progression of knowledge and skills across all year groups. They monitor planning, assessment and pupil outcomes to ensure that the curriculum is effectively meeting the needs of all learners.

The Subject Leader is responsible for managing resources, monitoring curriculum coverage and identifying opportunities to enrich learning through visitors, workshops, themed events and community links. Dedicated leadership time is used to review pupils' work, gather pupil voice, monitor teaching and learning, provide staff training, liaise with colleagues from other schools and evaluate the impact of the PSHE curriculum across the school.