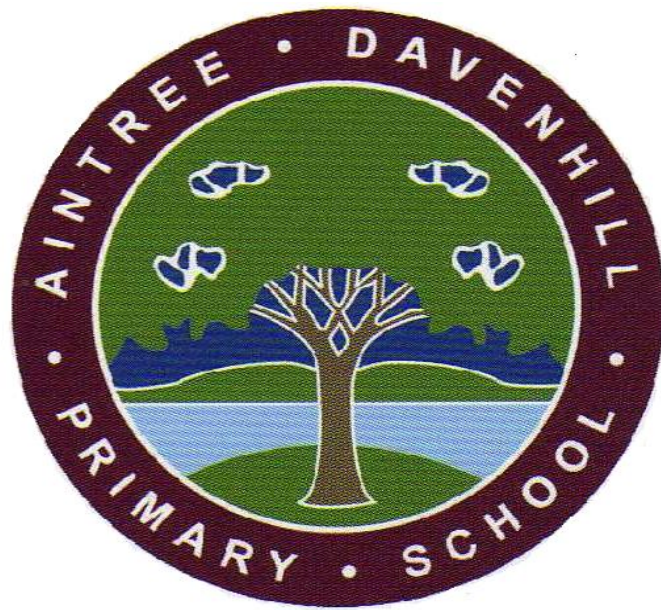


Aintree Davenhill Primary School



RSE and PSHE Policy

Approved by the Headteacher

September 2025

Review date September 2026

This policy sets out our approach to the teaching of **Relationships and Sex Education (RSE)** and **Personal, Social, Health and Economic Education (PSHE)** at **Aintree Davenhill Primary School**. It has been developed in line with the **Department for Education's statutory guidance** and in consultation with school stakeholders, including staff, governors and parents/carers.

We use the **Kapow Primary RSE and PSHE scheme** as the basis of our curriculum. This enables us to deliver a **broad, balanced and progressive** curriculum which supports pupils' personal development, safeguarding, wellbeing and preparation for life in modern Britain.

Purpose of the Curriculum

What is PSHE and RSE?

- **PSHE** stands for **Personal, Social, Health and Economic Education**
- **RSE** stands for **Relationships and Sex Education**
- Some schools use the term **RSHE** when health education is included
- Some schools use **PSHCE** when citizenship is included

The Kapow Primary RSE and PSHE curriculum covers the full breadth of learning pupils need to stay **healthy, safe and prepared for life**. This includes:

- Personal development
- Social development
- Health education
- Economic wellbeing
- Relationships education
- Citizenship
- Sex education, where applicable

Intent

Kapow Primary's RSE and PSHE curriculum aims to give pupils the knowledge, skills and attitudes they need to navigate the complexities of life in the 21st century. The curriculum supports children in making informed choices about:

- Health and wellbeing
- Relationships
- Safety
- The online world
- Money and economic wellbeing
- Community and citizenship

It ensures that pupils receive **clear, accurate and age-appropriate teaching**, even where they may encounter mixed messages from peers, social media or the wider world.

Curriculum aims

Our RSE and PSHE curriculum aims to:

- Meet the **statutory requirements** for Relationships Education, Relationships and Sex Education, and Health Education
- Support children's **personal development**
- Promote the **fundamental British values** of democracy, the rule of law, individual liberty, mutual respect and tolerance
- Contribute to safeguarding by teaching about:
 - Personal boundaries
 - Consent
 - Online safety
 - How to ask for help
- Develop pupils' understanding of **diversity, fairness and respect**
- Equip pupils to make **safe, informed and responsible choices**

A broad and balanced curriculum

The Kapow Primary scheme is organised into **key areas** and **strands** to ensure a broad, balanced and progressive curriculum.

Key areas

These key areas ensure statutory content is covered and revisited over time:

- **My healthy self**
 - Learning how to look after mental and physical health and make choices that support wellbeing
- **Connecting with others**
 - Learning how to build positive relationships, communicate with respect and understand kindness and boundaries
- **The online world**
 - Learning how to use the internet safely, recognise risks and behave responsibly online
- **Citizenship**
 - Learning how to take part in communities, understand rights and responsibilities, appreciate diversity and fairness, and develop early financial literacy
- **Staying safe**
 - Learning how to recognise risks, respond safely and seek help when something feels wrong or unsafe
- **Growing up**
 - Learning about puberty, changing bodies and the physical and emotional changes that occur as children grow
- **Health protection**
 - Learning about illness prevention, hygiene, vaccines and basic first aid
- **Year 6 sex education**
 - Building on prior learning to teach accurate, age-appropriate information about human reproduction

- **Year 6 first aid**

- Teaching pupils how to recognise emergencies and use basic first aid skills

Strands

These strands run through every key area and support pupils' wider development:

- **Self-regulation**
 - Recognising and managing emotions, thoughts and behaviour
- **Managing self**
 - Taking increasing responsibility for behaviour, routines and decisions
- **Building relationships**
 - Forming positive, respectful relationships and setting healthy boundaries
- **Critical thinking**
 - Asking questions, considering viewpoints and making informed decisions

Preparing pupils for life in modern society

At Aintree Davenhill Primary School, we believe a high-quality RSE and PSHE curriculum is essential in helping pupils become confident, compassionate and responsible members of society.

Through carefully planned lessons and meaningful discussions, children develop the knowledge, attitudes and values they need to navigate everyday life. Our curriculum equips pupils to:

- Form and maintain positive relationships
- Make healthy lifestyle choices
- Recognise and manage risks
- Understand their rights and responsibilities
- Respect diversity and challenge prejudice
- Handle change and transition with resilience
- Engage thoughtfully with the world around them

This learning supports children in becoming active citizens who are respectful, thoughtful and emotionally literate. By addressing real-life topics such as online safety, consent, emotional wellbeing and money management, we enable pupils to apply what they have learned both in and beyond school.

These outcomes reflect our school motto of **"Excellence and Enjoyment"**. We strive for excellence through a progressive, inclusive and meaningful curriculum, while ensuring enjoyment through a safe and engaging learning environment where children feel empowered to share ideas and celebrate who they are.

Implementation

Whole-school approach

Our curriculum follows a whole-school approach, ensuring consistency and progression from **Reception to Year 6**. The Kapow scheme supports a **spiral curriculum**, meaning that key ideas are revisited regularly with increasing depth and maturity.

Spiral curriculum principles

- **Cyclical** - pupils revisit key knowledge and skills over time
- **Increasing depth** - each revisit explores ideas in more complex ways
- **Prior knowledge** - pupils build on what they already know
- **Progression** - learning develops across all year groups

EYFS

In Reception, the curriculum builds on the statutory **EYFS framework**. Learning is rooted in:

- Self-regulation
- Managing self
- Building relationships
- Early critical thinking

Teaching uses:

- Open prompts
- Stories
- Guided conversation
- Observation of pupils' responses

This supports pupils to name feelings, talk about experiences and begin to understand the feelings of others.

Key Stage 1 and 2

Across KS1 and KS2, teaching is carefully sequenced so that pupils revisit important themes with increasing maturity. This ensures pupils build secure understanding of:

- Healthy relationships
- Personal safety
- Puberty and growing up
- Online safety
- Citizenship and community
- Health protection
- Economic wellbeing
- Respect for difference

Delivery of PSHE and RSE

- **PSHE lessons** may be delivered by class teachers or HLTAs, where appropriate
- **RSE lessons**, particularly those covering more sensitive or statutory content, are delivered by **class teachers**

- Teachers are responsible for ensuring continuity, progression and effective communication with any supporting adults
- Staff delivering the curriculum are expected to follow the agreed scheme and school policy

Lesson structure

The Kapow scheme uses a consistent lesson structure to reduce cognitive overload and support both pupils and staff. In Reception, this is adapted to suit the EYFS.

Lessons typically include:

- **Recap and recall**
 - Revisiting prior learning
- **Attention grabber**
 - A short activity to introduce and engage pupils
- **Main event**
 - The main learning activity, including modelling, guided practice and independent or collaborative tasks
- **Wrapping up**
 - Reflection, consolidation and checking understanding

Teaching approach

Lessons include a range of teaching strategies, such as:

- Discussion
- Role-play
- Scenarios
- Videos
- Real-life contexts
- Questioning
- Pair and group work

Each year group begins with an introductory lesson to establish ground rules and create a safe learning environment. Lessons are differentiated to meet the needs of all learners.

Adaptive teaching and SEND

Kapow Primary's RSE and PSHE scheme is designed to be adaptable for pupils with SEND. Lessons include guidance to support access for all learners through:

- Scaffolding
- Multi-sensory approaches
- Clear instructions and structured tasks
- Concrete examples and real-life scenarios
- Visual supports and symbol-based resources
- Repetition of key vocabulary and messages
- Explicit teaching of social and emotional skills

- Opportunities for collaborative and independent learning

The scheme also uses diverse characters and scenarios to reflect a range of experiences, backgrounds and needs, helping all pupils feel represented.

Responding to needs as they arise

RSE and PSHE often responds to real-life issues that arise in school, such as friendship difficulties, bereavement, online incidents or local concerns. Staff may adapt or supplement lessons where needed to address emerging issues, while keeping within the planned curriculum and school values.

Where appropriate, this may involve revisiting previous learning or drawing on the scheme's language and strategies to support pupils in the moment.

Cross-curricular learning

Kapow Primary supports cross-curricular learning by making explicit links between RSE and PSHE and other subjects. These include:

- **Computing**
 - Especially online safety and digital responsibility
- **Science**
 - Including growing, nutrition, lifestyle and puberty-related content
- **Citizenship**
 - Including rights, responsibilities, diversity and financial literacy

These links help pupils see how their learning connects across the curriculum and in real life.

Oracy

High-quality RSE and PSHE teaching supports the development of oracy. Pupils are given regular opportunities to:

- Listen actively
- Discuss and debate respectfully
- Express opinions confidently
- Use precise vocabulary
- Practise sentence stems and respectful disagreement
- Reflect on differing views and empathise with others
- Summarise information clearly

Teachers model language carefully and provide opportunities for talk in pairs, small groups and whole-class discussion.

Sustainability

Through the Citizenship key area, pupils explore environmental awareness as part of their rights and responsibilities within the wider community. This encourages pupils to think about their role in caring for the planet and the people around them.

Critical thinking and media literacy

Critical thinking is embedded throughout the curriculum. Pupils are taught to:

- Ask questions
- Consider different viewpoints
- Spot pressure
- Judge whether something feels right or safe
- Recognise that guidance about health, safety and wellbeing should be based on evidence and reliability

Pupils also develop media literacy by questioning claims they encounter online, in advertising and in wider media.

Consulting parents and carers

We are committed to working in partnership with parents and carers. The statutory guidance requires schools to:

- Consult parents when developing and reviewing the RSE curriculum
- Be clear about what is taught, when and how
- Distinguish clearly between relationships education and sex education
- Inform parents of their right to withdraw children from non-statutory sex education
- Make curriculum information and materials available on request

At the start of each academic year, an overview of the RSE and PSHE curriculum is shared with parents/carers. Parents are also offered the opportunity to discuss the curriculum at **Meet the Teacher** evenings.

Curriculum support materials

Kapow Primary provides a range of support materials, including:

- Long-term planning
- Progression of knowledge and skills
- Statutory guidance mapping
- Protected characteristics mapping
- Knowledge organisers
- Assessment materials
- CPD and teacher support videos

CPD for staff

High-quality CPD is important in RSE and PSHE, where staff confidence and shared language are key.

Kapow Primary supports staff through:

- Bite-sized CPD videos
- Webinars

- Subject leader resources
- Clear planning and mapping documents
- Teacher knowledge sections within lessons

These resources support consistent, policy-aligned practice across the school.

Impact

Assessment

Assessment in PSHE and RSE is ongoing, formative and purposeful. It focuses on what pupils know, understand and can apply in real-life situations.

Assessment approaches

- **Knowledge catchers**
 - Completed at the start and end of units to show progress
- **Assessment quizzes**
 - Often 10-question quizzes to check understanding and support recall
- **Pupil voice**
 - Conversations, reflections and responses in floorbooks
- **Observation**
 - Teachers note engagement, vocabulary use and participation
- **Floorbook evidence**
 - Records group thinking, pupil voice and learning over time
- **Teacher judgement**
 - Pupils may be judged as:
 - Working towards expected outcomes
 - Meeting expected outcomes
 - Exceeding expectations

Ipsative assessment

Assessment in RSE and PSHE is often **ipsative**, meaning pupils are assessed against their own starting points rather than against others. This reflects the fact that pupils begin with different prior knowledge and life experiences.

Pupil outcomes

Over time, pupils should demonstrate:

- Increased confidence in expressing feelings and asking for help
- Greater self-awareness and emotional literacy
- Improved understanding of relationships, boundaries and respect
- Safer choices in school and beyond
- Stronger behaviour and self-management
- Better awareness of rules, rights and responsibilities

- Greater resilience when facing challenges or change

Much of this learning is shown through pupils' talk, discussion, role-play and everyday behaviour, rather than through written work alone.

Use of floorbooks

Across the school, RSE and PSHE learning is recorded in **floorbooks**. These may include:

- Pupil voice
- Photos
- Drawings
- Written work
- Reflections

Floorbooks support:

- Assessment
- Moderation
- Monitoring
- Celebration of learning

Safeguarding and inclusion

RSE and PSHE are central to safeguarding. The curriculum is taught sensitively and respectfully, with due regard to pupils' experiences and needs.

The curriculum supports the **Equality Act 2010** by:

- Exploring different families
- Challenging stereotypes
- Promoting inclusion
- Celebrating diversity
- Respecting protected characteristics

Staff are expected to respond to disclosures in line with the school's **Safeguarding and Child Protection Policy**.

Relationships, sex education and the right to withdraw

What about sex education?

Sex education is **not compulsory in primary schools**, beyond what is set out in the National Curriculum for Science.

In Year 6, Kapow Primary includes a **non-statutory sex education unit**. This may cover:

- Conception

- Pregnancy
- Birth
- Human reproduction, in an age-appropriate way

Parents/carers have the legal right to withdraw their child from **non-statutory sex education content** taught in Year 6 only.

They cannot withdraw their child from:

- Relationships Education
- Health Education
- National Curriculum Science

Requests to withdraw must be made in writing to the Headteacher. A meeting with the PSHE lead and a senior leader will be offered to explain the curriculum and answer any questions. If withdrawal is confirmed, suitable alternative work will be provided.

Fidelity to the Kapow scheme

To ensure consistency, age-appropriateness and curriculum alignment, staff delivering RSE and PSHE are expected to follow the Kapow scheme with fidelity.

This helps to ensure:

- Coverage of statutory content
- Clear progression
- Consistency across year groups
- Appropriate sequencing
- Age-appropriate teaching

Any planned deviation or addition should be discussed with the subject lead.

Responding to questions beyond the curriculum

We value children's curiosity and recognise that questions may arise that go beyond the planned curriculum. Staff should use professional judgement and follow the school's agreed approach for responding to such questions.

The Three Rs approach

1. Recognise

Staff should identify when a question is:

- Sensitive
- Potentially controversial
- Beyond the child's developmental stage
- Outside the scope of the curriculum

2. Respond

Acknowledge the question calmly and without judgement. Useful responses may include:

- “That’s an interesting question. I’m glad you asked.”
- “I can see why you’re curious about that.”
- “That’s a good question. I want to make sure I give you the right information.”

Where appropriate, staff may use:

- A **question box**
- A **parking lot** for later discussion
- A **holding response**

If it is more appropriate for the matter to be explored at home, staff may say:

- “That’s something you could talk about more at home with your parent or carer.”

3. Refer

Some questions may need to be referred to:

- The DSL, if safeguarding concerns arise
- The subject lead
- Parents/carers, where appropriate

If a question raises a safeguarding issue, staff must follow school safeguarding procedures immediately.

Roles and responsibilities

- **Governors**
 - Monitor policy implementation and compliance
- **Headteacher**
 - Ensures the curriculum is delivered and appropriately resourced
- **PSHE/RSE Lead**
 - Oversees curriculum delivery, CPD, assessment and monitoring
- **Class teachers**
 - Deliver PSHE and RSE content and maintain curriculum fidelity
- **HLTAs**
 - May deliver PSHE lessons where appropriate, under the guidance of class teachers

Monitoring and review

This policy, along with the RSE and PSHE curriculum, is reviewed annually and updated as required in response to statutory guidance, school priorities and curriculum developments.

The PSHE lead produces an annual action plan to support implementation and monitor impact. Ongoing monitoring takes place each half term and may include:

- Floorbook reviews

- Staff feedback
- Pupil voice
- Lesson observations or learning walks where appropriate

These processes support continuous improvement and help ensure the curriculum remains relevant, consistent and effective.