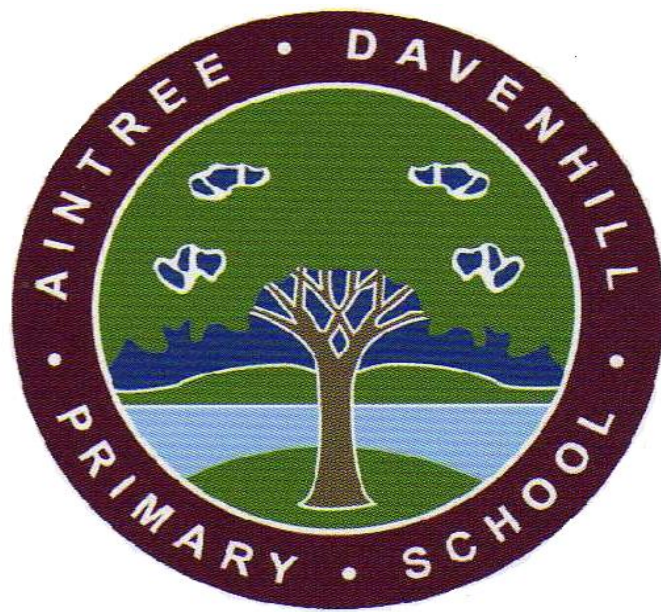


Aintree Davenhill Primary School



RSE and PSHE Policy

Approved by the Headteacher

September 2025

Review date September 2026

Introduction

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

We use the Kapow Primary RSE/PSHE scheme, which enables us to deliver a broad, balanced, and progressive curriculum. This policy outlines the intent, implementation, and impact of our approach.

Intent

The Kapow Primary RSE/PSHE scheme aims to give our 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 around health, wellbeing, relationships, safety, and financial matters, enabling them to become confident individuals and active members of society.

Key curriculum intentions:

- Address the statutory requirements of Relationships and Health Education.
- Incorporate non-statutory Sex Education, taught in Year 6.
- Support children's personal development, as defined by the Ofsted Inspection Framework.
- Promote the fundamental British values of democracy, rule of law, individual liberty, and mutual respect and tolerance.
- Contribute to a school-wide approach to safeguarding, including teaching about personal boundaries, consent, and how to access help.

While the scheme does not explicitly teach about gender identity, the concept of identity is interwoven throughout all year groups and topics. Gender identity is not a statutory part of the National Curriculum.

Preparing Pupils for Life in Modern Society

At Aintree Davenhill Primary School, we believe that a high-quality RSE and PSHE curriculum plays a vital role in preparing our pupils to 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 the opportunities and challenges of everyday life.

Our curriculum equips pupils with the skills 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 changes and transitions with resilience
- Engage actively and 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 children to apply what they’ve learned both in and beyond school.

These outcomes directly reflect our school’s motto of "**Excellence and Enjoyment**". We strive for **excellence** by delivering a progressive, inclusive, and meaningful curriculum that meets the highest standards. At the same time, we ensure **enjoyment** by creating a safe, engaging learning environment where children feel empowered to share their ideas, explore their identity, and celebrate who they are.

Through RSE and PSHE, we are not just teaching lessons—we are shaping the attitudes, values, and life skills that underpin our pupils’ success and wellbeing now and in the future.

Implementation

Our curriculum follows a **whole-school approach**, ensuring consistency and progression from Early Years to Year 6. The scheme includes:

EYFS

- Self-regulation
- Building relationships
- Managing self

Key Stage 1 and 2

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

Each theme is revisited and built upon annually to consolidate and deepen understanding. Lessons are structured progressively and are designed to be **inclusive and accessible** for all learners.

Delivery of PSHE and RSE

- **PSHE lessons** are delivered by **class teachers** or **Higher Level Teaching Assistants (HLTAs)** during PPA.
- **RSE lessons**, particularly those addressing more sensitive or statutory content (including puberty and sex education), are **delivered by class teachers only**, to ensure consistency, depth of understanding, and safeguarding oversight.

- Teachers are responsible for **liaising with HLTAs** to provide guidance, ensure continuity, and review floorbook entries to maintain progression across the curriculum.

Adapting and Supplementing the Curriculum

While the Kapow Primary scheme forms the **core** of our RSE and PSHE provision, teachers may:

- **Adapt lessons** to better meet the specific developmental, emotional, or contextual needs of their pupils.
- **Supplement the curriculum** with additional lessons or content in response to emerging issues within the class, school, or wider community (e.g. friendship difficulties, bereavement, online incidents).
- Ensure teaching remains relevant and responsive, while upholding the school's values and statutory requirements.

Pedagogical Approach

- Lessons include a range of teaching strategies including **discussion, role-play, videos, scenarios, and real-life contexts**.
- Each year group begins with an introductory lesson to establish **ground rules** and create a safe learning environment.
- Lessons provide **differentiation** to support all learners.
- There are meaningful **cross-curricular links**, especially with Computing (online safety) and Science (growing, nutrition, lifestyle).

Use of Floorbooks

Across the school, PSHE and RSE learning is documented using **floorbooks**. These shared class books:

- Capture group learning, pupil voice, and responses.
- Include photos, drawings, written work, and reflections.
- Allow for ongoing monitoring and celebration of learning.
- Support assessment and moderation processes.

Curriculum Support Materials

- Long-term planning
- Progression of knowledge and skills
- Statutory guidance mapping
- Protected characteristics mapping
- A suite of expert Q&A videos for teacher development

The scheme also recognises the vital **role of parents/carers**, and provides guidance for engaging them in their child's learning. An overview of the RSE and PSHE curriculum is shared with parents at the beginning of each academic year, with the opportunity to discuss the curriculum at Meet the Teacher evenings.

Oracy

High-quality RSE and PSHE teaching supports the development of **oracy skills**, essential for children to articulate their feelings, understand others, and build respectful relationships.

The curriculum enables children to:

- Develop **active listening** skills.
- Participate in **structured discussions** and debates.
- Express opinions confidently and respectfully.
- Use precise vocabulary when discussing emotions, relationships, and boundaries.
- Practise using sentence stems and respectful disagreement techniques.
- Reflect on differing views and empathise with others.

Teachers model language use and facilitate opportunities for children to **talk in pairs, small groups, and whole-class discussions**, fostering an inclusive environment where every voice is valued.

Impact

Assessment in PSHE and RSE is ongoing and purposeful, focused on identifying what children have learned and how they apply their knowledge in real-life contexts.

Assessment Approaches

- Knowledge Catchers: Mind-maps or templates completed at the start and end of each unit to identify prior knowledge and measure progress.
- Assessment Quizzes: 10-question quizzes per unit, typically multiple choice, used to check understanding and support recall.
- Pupil Voice: Conversations and reflections recorded in floorbooks or through informal questioning help gauge understanding.
- Observational Assessment: Teachers note pupil engagement, participation, use of vocabulary, and interaction during discussions and activities.
- Floorbook Evidence: Provides a record of pupil responses, group thinking, and contributions over time.
- Teacher Judgements:
Teachers reflect on whether pupils are:
 - Working towards expected outcomes
 - Meeting expected outcomes
 - Exceeding expectations

This formative approach supports planning and ensures teaching is responsive to the needs of the class.

Assessment outcomes are used to:

- Inform teaching and planning
- Report progress to parents
- Evaluate curriculum impact

- Inform school self-evaluation and improvement planning

Through this curriculum, children will:

- Meet the statutory objectives of Relationships and Health Education.
- Be equipped to make safe, informed, and healthy decisions in their lives.
- Know where and how to access support if needed.

Safeguarding and Inclusion

RSE and PSHE are central to safeguarding and are taught in a way that is sensitive to the needs and experiences of all pupils. The curriculum promotes equality, respects diversity, and challenges discrimination. Lessons support the **Equality Act 2010** by exploring different families, combating stereotypes, and celebrating differences.

Staff are encouraged to handle sensitive topics with care and to respond to disclosures in line with the school's **Safeguarding and Child Protection Policy**.

What about sex education?

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- **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 grow into adults
- **Year 5:** Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.

The Kapow Primary scheme of work includes **two** Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: *Safety and the changing body*: Lesson 5: Conception and Lesson 6: Pregnancy and birth.

Right to Withdraw

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 Head/Key Stage Assistant Head will be offered to explain the nature of the curriculum and answer any questions. If withdrawal is confirmed, appropriate alternative work will be provided.

Fidelity to the Kapow Scheme

To ensure consistency, age-appropriateness, and curriculum alignment, all staff delivering RSE and PSHE follow the Kapow scheme with fidelity. This structured programme has been carefully designed to meet statutory requirements while being sensitive to the developmental stages of pupils. Adhering to the Kapow scheme ensures that lessons remain within the agreed scope and sequence, helping to avoid the introduction of content that may be inappropriate or premature. Any deviations or additions must be discussed with the subject lead to maintain the integrity of the programme and safeguard pupils' learning experiences.

Responding to Questions Beyond the Curriculum

We value and encourage children's natural curiosity, especially when engaging in topics as personal and complex as those found in Relationships and Sex Education (RSE) and Personal, Social, Health and Economic (PSHE) education. We recognise that questions may arise which go beyond the scope of the planned curriculum. This is not only expected but also a sign that children are thinking critically and engaging thoughtfully with the material.

To support staff in responding appropriately to such moments, we follow the **"Three Rs" Approach to Tricky Questions:**

1. Recognise

Teachers are trained to identify when a question may be:

- Sensitive in nature
- Potentially controversial or inappropriate for the setting
- Beyond the child's developmental stage
- Outside the scope of the curriculum

It is essential that teachers remain calm and non-judgmental. We do not react with shock, disapproval, or humour, as this may shut down important lines of enquiry and discourage further questions.

2. Respond (But Don't Always Answer)

Acknowledging a child's question is vital, even if the teacher cannot provide an immediate or full answer. Teachers may respond with statements such as:

- *"That's an interesting question. I'm glad you asked."*
- *"I can see why you might be curious about that."*

Where appropriate, teachers may use a 'parking lot' (a visible space where questions are held for later discussion) or a question box (allowing for anonymous questions) to give time and space for reflection or follow-up in a more suitable setting.

When necessary, a holding response can be used:

- *"That's a good question. I want to make sure I give you the right information, so I'll get back to you."*

If a question is better answered by parents or carers, teachers may respond with:

- *"That's something you could talk about more at home with your parent or carer. They'll be able to help you understand in a way that's right for your family."*

This ensures respect for family values and boundaries while still validating the child's curiosity.

3. Refer

Some questions may require referral, including:

- Those outside the teacher's expertise
- Questions that raise safeguarding concerns
- Topics better suited for discussion at home with parents or carers

In such cases, teachers will:

- Consult with the Designated Safeguarding Lead (DSL) if necessary
- Follow the school's safeguarding procedures
- Inform parents or carers, where appropriate and in line with school policy, especially when sensitive topics arise unexpectedly

If a child asks a question that falls outside the planned curriculum or touches on sensitive or personal topics, and it is considered more appropriate for discussion at home, teachers will aim to inform parents or carers sensitively and discreetly. This may be done through a brief conversation at the end of the day or a phone call. The purpose of this contact is to ensure parents are aware of their child's curiosity, can continue the conversation at home in line with their family values, and are reassured that the school is handling such matters responsibly and respectfully. Teachers will use professional judgement and consult with the subject lead or DSL where appropriate before making contact.

By following this structured approach, we aim to respect children's questions, ensure accurate and age-appropriate responses, and safeguard their wellbeing. We are committed to fostering an open and respectful environment where curiosity is nurtured, and important conversations can happen safely and thoughtfully.

Roles and Responsibilities

- **Governors:** Monitor policy implementation and compliance.

- **Headteacher:** Ensures delivery and resourcing.
- **PSHE/RSE Lead:** Oversees curriculum delivery, CPD, and assessment.
- **Class Teachers:** Deliver PSHE and RSE content; liaise with HLTAs on curriculum delivery, planning, and assessment.
- **HLTAs:** Deliver PSHE lessons under the guidance of class teachers; contribute to floorbook recording.

Monitoring and Review

This policy, along with the RSE/PSHE curriculum, is reviewed annually and updated as needed in response to national guidance or evolving school priorities. At the start of each academic year, the PSHE Lead produces an action plan to ensure effective implementation of the scheme and to monitor its impact across the school. Ongoing subject monitoring takes place each half term and includes floorbook reviews, staff feedback, and pupil voice activities. These processes support continuous improvement and help ensure the curriculum remains relevant, consistent, and effective.