



Eardisley CE Primary School

# PSHE and RSHE Policy

Date Agreed: September 2026

Review Date: September 2028

## Introduction

Personal, Social, Health and Economic Education (PSHE), including Relationships, Sex and Health Education (RSHE), makes a unique and significant contribution to a broad and balanced curriculum, ensuring that children at Eardisley Church of England Primary School are well prepared to live healthy, safe and fulfilling lives in modern Britain. We aim for all our children to flourish and thrive as individuals, living out our Christian vision to *"love one another"* (John 15:12).

PSHE and RSHE seek to educate for dignity, respect and responsibility, encouraging all members of our school community to develop positive relationships, make informed choices and contribute positively to society. Through learning about health, wellbeing, relationships, citizenship and economic wellbeing, pupils develop the knowledge, skills and attributes they need to navigate life with confidence and compassion.

Through PSHE and RSHE, and within the wider ethos of the school, we actively promote our Christian vision to *"love one another"* (John 15:12). Living out this vision through our core values of Friendship, Determination and Joy, and in the belief that *"in all that we do our values shine through,"* our curriculum supports pupils to value themselves and others, celebrate diversity, show empathy, and make positive contributions to their communities.

At Eardisley Church of England Primary School, PSHE and RSHE have a high profile within the curriculum and play a central role in promoting pupils' personal development, wellbeing and preparation for life in modern Britain. Our curriculum enables children to develop emotionally, socially and morally, while fostering resilience, independence and respect for others.

PSHE and RSHE are taught through the Kapow Primary scheme of work, which provides a comprehensive programme covering the full breadth of learning pupils need to stay healthy, safe and prepared for life. This includes learning in the areas of personal development, relationships, health and wellbeing, living in the wider world, economic wellbeing and citizenship. Age-appropriate Relationships Education is taught as a statutory part of the curriculum, while Sex Education is delivered in accordance with statutory guidance and the school's Christian vision and values.

Our PSHE and RSHE curriculum reflects our commitment to nurturing the whole child, equipping pupils with the knowledge, understanding and character needed to flourish academically, socially, emotionally and spiritually, both now and in the future.

Relationships Education and Health Education are taught in accordance with the statutory guidance issued by the Department for Education. The curriculum is age-appropriate, inclusive and responsive to the needs of all pupils.

## Curriculum Intent

At Eardisley CE Primary School, our PSHE and RSHE curriculum is designed to equip pupils with the knowledge, skills and attributes they need to thrive as healthy, safe and responsible citizens. Through high-quality teaching, pupils develop an understanding of themselves, their relationships and their role within the wider world.

Our curriculum enables children to:

- develop positive mental and physical wellbeing;
- build healthy, respectful and supportive relationships;
- recognise and manage risks, including those encountered online;
- understand how to keep themselves safe and seek help when needed;
- become responsible, active citizens who value diversity and show respect for others;
- develop financial awareness and make informed choices.

Guided by our Christian vision to *"love one another"* (John 15:12), and our core values of Friendship, Determination and Joy, we encourage pupils to demonstrate kindness, resilience, respect and responsibility in all aspects of their lives. Through this, we strive to ensure that *"in all that we do our values shine through."*

We recognise that children may encounter a wide range of messages about relationships, health, wellbeing and identity through family, peers, social media and the wider world. Our PSHE and RSHE curriculum provides clear, accurate and age-appropriate learning which enables pupils to think critically, make informed decisions and flourish both now and in the future.

PSHE and RSHE are delivered within a safe and supportive learning environment. Staff establish clear ground rules for discussion and are aware that safeguarding concerns may arise during lessons. Any concerns disclosed by pupils will be managed in line with the school's Safeguarding and Child Protection Policy.

## Aims

PSHE and RSHE aim to:

- Enable pupils to develop the knowledge, skills and confidence needed to lead healthy, safe and fulfilling lives.
- Support pupils to build and maintain positive, respectful and healthy relationships.
- Promote positive mental health, emotional wellbeing and resilience.
- Equip pupils with strategies to recognise and manage risk, including online risks, and to know where to seek help and support.
- Encourage pupils to value diversity, demonstrate empathy and show respect for others.
- Develop pupils' understanding of their rights, responsibilities and role as active citizens within their local, national and global communities.
- Foster financial awareness and support pupils in making informed decisions about money and economic wellbeing.
- Encourage pupils to reflect on their values, make responsible choices and contribute positively to society.

At an age-appropriate level, pupils are expected to be able to:

- Recognise and manage their emotions effectively.
- Form and sustain positive friendships and relationships.
- Make informed choices about their health, wellbeing and safety.
- Demonstrate respect for themselves and others, including those whose experiences and beliefs

may differ from their own.

- Understand how to stay safe both online and offline.
- Seek help and support when faced with challenges or concerns.
- Show responsibility, resilience and independence in their learning and daily lives.
- Participate positively in school and community life as active, responsible citizens.

### **Implementation:**

The school follows the Kapow Primary PSHE and RSHE scheme of work, which provides a progressive and comprehensive curriculum from EYFS to Year 6.

Any non-statutory Sex Education is taught in an age-appropriate manner and complements the statutory content delivered through Relationships Education and the National Curriculum for Science.

The curriculum is organised into the following key areas of learning:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

### **Early Years Foundation Stage (EYFS)**

PSHE and RSHE are taught through the Prime and Specific Areas of Learning within the Early Years Framework, particularly Personal, Social and Emotional Development. Children learn about relationships, feelings, self-regulation, healthy habits and understanding the world around them through play-based and practical experiences.

### **Key Stage 1**

Pupils develop an understanding of friendships, families, emotions, personal safety, healthy lifestyles and their role within school and the wider community.

### **Key Stage 2**

Pupils build on prior learning by exploring relationships, physical and emotional health, online safety, diversity, citizenship, economic wellbeing and the changes associated with growing up.

The curriculum is carefully planned to ensure progression in knowledge, vocabulary and skills, enabling pupils to revisit and deepen their understanding as they move through the school. Further details can be found in the school's curriculum overview and long-term plans:

[Eardisley CE Primary School - Personal, Social & Health Education \(PSHE\) and Relationships, Sex & Health Education \(RSHE\)](#)

### **Cross Curricular Skills and Themes**

PSHE and RSHE are taught as discrete subjects but make a significant contribution to the wider

curriculum and school life, including:

- Mental Health and Emotional Wellbeing
- Citizenship
- British Values
- Equality, Diversity and Inclusion
- Online Safety
- Safeguarding
- Spiritual, Moral, Social and Cultural (SMSC) Development

### **Approaches**

In EYFS, pupils' learning, experiences and reflections are captured through observations, discussions and floor books. From Year 1 onwards, pupils record aspects of their learning in individual PSHE books, alongside practical, collaborative and reflective activities. Learning is also evidenced through digital platforms such as Class Dojo and through the wider life of the school.

The PSHE and RSHE curriculum is enriched through visits, visitors, themed events, workshops and opportunities to engage with the local and wider community. These experiences help pupils apply their learning in meaningful contexts and deepen their understanding of the world around them.

The Kapow Primary scheme emphasises the development of key personal and social skills, including communication, decision-making, critical thinking, self-awareness, resilience and relationship-building. Lessons are carefully planned to develop these skills progressively, enabling pupils to apply their learning confidently to real-life situations and become healthy, safe and responsible members of society.

Enrichment days and workshops are held regularly, providing opportunities for pupils to explore aspects of PSHE and RSHE in greater depth. Examples include Children's Mental Health Week, Anti-Bullying Week and Online Safety Day, which enhance and support learning across the curriculum.

### **Assessment**

Pupils' progress in PSHE and RSHE is assessed against the learning outcomes within the Kapow Primary scheme and the statutory expectations for Relationships Education and Health Education.

Assessment is ongoing and formative, supported by clear learning objectives and success criteria. Feedback is provided in line with the school's Assessment, Marking and Feedback Policy.

Evidence may include:

- Written work
- Pupil discussions and reflections
- Photographs of practical and collaborative activities
- Floor books and class displays
- Digital outcomes recorded on Dojo

This ensures assessment reflects the breadth of learning across knowledge, skills, understanding and personal development.

### **Continuity and Progression**

The school follows the Kapow Primary PSHE and RSHE scheme to ensure that knowledge, skills, attitudes and key concepts are identified, consolidated and developed throughout the school. In mixed-age classes, a two-year rolling programme is used to ensure full curriculum coverage and progression without unnecessary repetition.

### **Inclusion**

PSHE and RSHE provide effective learning opportunities for all pupils. Teaching is adapted to meet individual needs through appropriate challenge, support and sensitive delivery of content. Close communication with the SENDCo ensures access, participation and progress for all learners. All teachers use adaptive teaching strategies to support pupils in accessing the curriculum and achieving their full potential.

Teaching reflects the school's duties under the Equality Act 2010 and promotes respect for all individuals and families within our diverse society.

### **Confidentiality and Safeguarding**

Teachers cannot offer or guarantee absolute confidentiality to pupils. Any information which suggests that a pupil is at risk of harm will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

### **Monitoring and Evaluation**

The Headteacher (PSHE Subject Leader) monitors the impact of PSHE and RSHE in conjunction with the staff, governors and, where appropriate, external agencies.

Monitoring activities include the review of pupils' work, discussions with pupils and staff, and evaluation of the effectiveness of the PSHE and RSHE curriculum. Findings from monitoring are used to identify priorities and inform the school's annual Action Plan.

Where appropriate, the impact of teaching and learning in PSHE and RSHE is further evaluated through lesson observations and professional dialogue, ensuring continued improvement in the quality and effectiveness of provision.

### **Parental Right to Withdraw from Sex Education**

The school recognises that parents and carers are the primary educators of their children in matters relating to relationships, health and wellbeing. We work in partnership with families and keep them informed about the content of the curriculum.

Relationships Education and Health Education are statutory parts of the primary curriculum, and parents do not have the right to withdraw their child from these areas of learning. Parents also cannot withdraw their child from

any content covered within the National Curriculum for Science.

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education elements taught as part of the RSHE curriculum. Any such request should be made in writing to the Headteacher.

Parents wishing to exercise this right will be invited to discuss their request with the Headteacher to ensure they are fully informed about the curriculum content and the purpose of the lessons. The school will respect parents' decisions and make appropriate arrangements for pupils who are withdrawn from these lessons.

Information about Relationships, Sex and Health Education will be shared with parents and carers to support understanding of the curriculum and to encourage partnership between home and school.

### **Review**

This policy will be reviewed in line with changes within school, at a local level or nationally.