



RSE, PSHE and Wellbeing Policy

Date policy was reviewed	Oct 2025
Policy Review Due	Oct 2026

RSE, PSHE and Wellbeing Policy

1. Introduction

This policy outlines how our school delivers Relationships Education, Health Education, PSHE and Wellbeing in line with:

DfE Statutory Guidance (2019)

National Curriculum requirements

Teaching Online Safety in Schools (2023)

Education for a Connected World (2020)

Equality Act 2010

Ofsted School Inspection Handbook (2025)

We use the **Kapow Primary RSE & PSHE scheme of work** and the **Kapow Primary Wellbeing curriculum** to ensure a coherent, progressive and inclusive curriculum from EYFS to Year 6.

Our curriculum is designed to build pupils' knowledge, skills and character so they can thrive personally, socially and academically.

2. Statutory Requirements

We meet all statutory duties by teaching:

Relationships Education (compulsory)

Health Education (compulsory)

National Curriculum Science content on the human body, growth and reproduction

Online safety through RSE, PSHE and Computing

Safeguarding education as part of our wider protective curriculum

Parents **cannot withdraw** their child from Relationships or Health Education. Parents **can withdraw** their child from **non-statutory sex education** (see Section 10).

3. Curriculum Intent

Our RSE, PSHE and Wellbeing curriculum is designed to give every pupil the knowledge, skills, attitudes and personal attributes they need to thrive now and in the future. It forms a central part of our school's protective education and personal development offer, ensuring pupils are well-prepared for the complexities of modern life.

Our intent is to provide a curriculum that:

Builds pupils' knowledge, skills and attitudes to keep themselves healthy, safe and prepared for life

- We teach pupils how to make informed decisions, manage risk, understand their rights and responsibilities, and apply strategies that support their physical, emotional and social development. Learning is sequenced so that children build secure foundations in early years and deepen their understanding as they progress through school.

Develops confidence, resilience and emotional literacy

- Pupils learn to recognise, name and manage a wide range of emotions, developing self-regulation and coping strategies that support positive mental health. We explicitly teach resilience, problem-solving and perseverance, enabling pupils to respond constructively to challenges and setbacks.

Teaches pupils how to form respectful, healthy relationships

- We equip pupils with the skills to build and maintain positive relationships with peers and adults. This includes understanding boundaries, consent, kindness, empathy, conflict resolution and the importance of respect for difference. Pupils learn how relationships contribute to wellbeing and how to seek help when relationships become unsafe or unhealthy.

Equips pupils to navigate the online and offline world safely

- Through a combination of RSE, PSHE and Computing, pupils learn how to stay safe, recognise risks, manage online interactions, and understand the impact of their digital behaviour. Teaching aligns with Education for a Connected World and Teaching Online Safety in Schools, ensuring pupils develop digital resilience and know how to report concerns.

Promotes mental health and wellbeing, including the Five Ways to Wellbeing

- Our curriculum supports pupils to understand what contributes to positive mental health and how to maintain it. The Kapow Wellbeing curriculum introduces the Five Ways to Wellbeing—Connect, Take Notice, Keep Learning, Be Active and Give—helping pupils embed healthy habits that support lifelong wellbeing.

Prepares pupils for the next stage of education

- We ensure pupils develop the personal and social skills needed for successful transitions, including independence, responsibility, self-advocacy and an understanding of change. Transition lessons in each year group support pupils to feel confident and ready for what comes next.

Reflects the diversity of modern Britain

- Our curriculum represents a wide range of families, cultures, identities and experiences. Pupils learn about equality, human rights, democracy and the rule of law, developing respect for others and an understanding of the diverse society in which they live. Stereotypes are challenged explicitly and sensitively.

Is trauma-informed, inclusive and accessible for all learners

- Teaching is grounded in trauma-informed principles, ensuring emotional safety, predictability and strong relationships. Lessons are adapted to meet the needs of pupils with SEND or additional vulnerabilities, ensuring every child can access and succeed within the curriculum. High expectations apply to all learners.

A spiral curriculum

- Our curriculum is deliberately designed as a spiral curriculum, revisiting key areas each year with increasing depth, complexity and maturity. Prior learning is revisited and built upon, ensuring pupils develop secure, connected understanding rather than encountering concepts in isolation. This approach supports long-term retention, progression and readiness for future learning.

4. Curriculum Structure

RSE & PSHE

Kapow Primary organises learning into five key areas (plus Identity in Year 6):

- Family and relationships
- Health and wellbeing

- Safety and the changing body
- Citizenship
- Economic wellbeing

Identity (Year 6 only)

Lessons are taught weekly, following the long-term plan, with flexibility to respond to emerging needs.

Wellbeing Curriculum

We also teach the Kapow **Five Ways to Wellbeing**:

- Discover
- Take notice
- Connect
- Give
- Move

These may be taught across the year or during wellbeing days/weeks.

5. EYFS Provision

In Reception, RSE & PSHE is delivered through:

- **Personal, Social and Emotional Development (PSED)**
- **Communication and Language**
- **Physical Development**

Kapow lessons are mapped to the **Early Learning Goals** for:

- Self-regulation
- Managing self
- Building relationships

6. Teaching and Learning

Our approach reflects high-quality curriculum implementation:

- Oracy-rich discussion and vocabulary development
- Role-play, scenarios and problem-solving
- Explicit teaching of strategies for emotional regulation
- Retrieval practice through “Recap and Recall”
- Opportunities for reflection and journalling
- Trauma-informed practice
- Adaptations for SEND and vulnerable pupils

- Sequencing that builds on prior learning

7. Safeguarding and Protective Education

RSE and PSHE form a core part of our **protective curriculum**, equipping pupils with the knowledge, language and confidence to keep themselves safe and to seek help when needed. Our curriculum aligns with *Keeping Children Safe in Education*, *Working Together to Safeguard Children*, *Teaching Online Safety in Schools* and *Education for a Connected World*.

Through carefully sequenced teaching, pupils learn:

- **How to recognise unsafe situations**, including early warning signs, unsafe secrets, and situations that may place them or others at risk
- **How to seek help and report concerns**, including who trusted adults are, how to persist if they are not heard, and how to access support inside and outside school
- **About consent, privacy and boundaries**, including bodily autonomy, personal space, and the right to say no
- **How to stay safe online**, including managing digital footprints, recognising manipulation or pressure, understanding online relationships, and knowing how to report harmful content
- **How to recognise healthy and unhealthy relationships**, including friendships, family relationships and online interactions
- **How to manage peer influence and pressure**, including strategies for assertiveness, decision-making and recognising coercive or controlling behaviour
- **How to understand and use correct vocabulary**, enabling pupils to communicate clearly and confidently if they need to share a concern
- **How to recognise and challenge stereotypes**, prejudice and discriminatory behaviour, supporting a culture of respect and safety
- **How to understand the concept of trusted adults**, including what safe adults do and do not do
- **How to develop digital resilience**, enabling pupils to respond safely to unexpected or uncomfortable online experiences
- **How to understand the difference between safe and unsafe touch**, and the importance of speaking up if something feels wrong

Our curriculum also contributes to the prevention of **harmful sexual behaviour, child-on-child abuse, online grooming**, and **exploitation**, through age-appropriate teaching that builds knowledge gradually and sensitively.

Staff follow the school's **Safeguarding and Child Protection Policy** for all disclosures and concerns. All staff understand that RSE and PSHE lessons may prompt pupils to share worries, and they respond with professional curiosity, care and clarity.

We work closely with parents and carers to ensure safeguarding messages are consistent, transparent and supportive, and we signpost families to appropriate help when needed.

8. Equality, Inclusion and High Ambition for All

In line with the **Equality Act 2010** and Ofsted 2025 expectations:

- Teaching is inclusive, accessible and representative
- Stereotypes are challenged explicitly
- Diverse families, identities and cultures are represented
- Lessons are adapted for SEND and vulnerable pupils
- High expectations apply to all learners

We ensure pupils see themselves reflected in the curriculum and understand the wider world.

9. Assessment

We use Kapow's assessment tools to evaluate impact:

Formative assessment through Recap & Recall and teacher observation

Knowledge Catchers (mind-map and table versions)

Unit quizzes

Teacher judgement recorded on the school's assessment system

Assessment identifies gaps, informs planning and supports transition.

10. Sex Education

The only compulsory sex education in primary school is within the **National Curriculum for Science**:

Year 1: Body parts

Year 2: Offspring growing into adults

Year 5: Reproduction in plants and animals; puberty

Kapow includes **two optional Year 6 lessons**:

- Conception
- Pregnancy and birth

Parents may withdraw their child from these lessons.
We consult parents annually and share lesson content in advance.

11. Working with Parents and Carers

We:

- Publish this policy on the school website
- Provide information about curriculum content
- Offer opportunities to view resources
- Communicate sensitively about puberty and sex education

Encourage partnership between home and school

12. Roles and Responsibilities

Governing Body

The governing body holds strategic responsibility for ensuring that RSE, PSHE and Wellbeing provision meets statutory requirements and reflects the needs of the school community. Governors:

- Ensure the school complies with the **DfE statutory guidance (2019)** and all safeguarding legislation
- Review and approve this policy, ensuring it aligns with the school's ethos, values and equality duties
- Monitor the quality, coherence and impact of the curriculum through reports, visits and discussions with leaders
- Ensure that parental consultation is meaningful, transparent and appropriately recorded
- Hold leaders to account for ensuring the curriculum is inclusive, accessible and ambitious for all pupils, including those with SEND

Headteacher

The headteacher provides strategic leadership for RSE, PSHE and Wellbeing, ensuring the curriculum is high-quality, well-sequenced and effectively implemented. The headteacher:

- Ensures the curriculum is delivered consistently and in line with statutory requirements
- Oversees staff training, ensuring teachers are confident, well-prepared and supported
- Ensures safeguarding and online safety are embedded throughout the curriculum

- Manages parental requests for withdrawal from non-statutory sex education
- Ensures the curriculum reflects the needs of the school community, including vulnerable pupils
- Ensures monitoring, evaluation and review processes are robust and lead to continuous improvement

Staff

All staff play a vital role in delivering high-quality, safe and inclusive RSE, PSHE and Wellbeing education. Staff:

- Deliver lessons confidently, sensitively and in line with the school's agreed curriculum
- Create a safe, respectful learning environment where pupils feel able to ask questions and express views
- Follow safeguarding procedures promptly and accurately, recognising that RSE/PSHE lessons may prompt disclosures
- Use trauma-informed approaches to support emotional safety and wellbeing
- Adapt lessons and resources to meet the needs of pupils with SEND or additional vulnerabilities
- Model positive relationships, respectful behaviour and inclusive language
- Engage in ongoing professional development to maintain confidence and subject knowledge

Pupils

Pupils are active participants in their own personal development. They are expected to:

- Engage respectfully with lessons, discussions and activities
- Ask questions, seek clarification and express their views appropriately
- Apply what they learn to keep themselves and others safe, healthy and respectful
- Show kindness, empathy and respect for difference
- Contribute to a positive classroom culture where everyone feels valued

13. Monitoring and Review

In line with Ofsted 2025 expectations for curriculum leadership, monitoring includes:

- Lesson observations
- Pupil voice
- Work scrutiny

- Assessment outcomes
- Review of long-term and medium-term plans

This policy is reviewed **annually** by the headteacher and governing body.
The next review will be **Oct 2026**

14. Links to Other Policies

Safeguarding and Child Protection

- Behaviour
- Anti-Bullying
- Online Safety
- SEND
- Equality
- Science
- Computing