



Scholes (Holmfirth) Junior and Infants

PSHE and RSE Curriculum Statement

Staff Responsible: Donna Barker

Introduction

This document outlines the purpose, nature and management of the teaching and learning of PSHE and RSE in our school. It reflects the views of all the current teaching staff and was drawn up as part of whole-staff INSET training. It has the full agreement of all subject leaders. The implementation of the subject is the responsibility of all staff in school and will be monitored by the SLT and subject leader(s). An action plan is linked to this curriculum area in order to develop the subject within our changing school.

The Nature of PSHE and RSE

Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. Parents and carers are the prime educators for children on many aspects of PSHE and RSE with schools complementing and reinforcing this. In primary schools, PSHE and RSE lessons put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. This content supports the wider work of our school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

Intent

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 (updated July 2025) are made under sections 34 and 35 of the Children and Social Work Act 2017 and provide that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught RSE and that all primary and secondary pupils must be taught Health Education. The new subjects of Relationships Education and RSE must be taught in all maintained schools, academies and independent schools.

At Scholes, we have chosen to adopt the Kapow scheme of learning for PSHE and RSE. The work we do within our PSHE and RSE curriculum is embedded further within other aspects of the curriculum and through our assemblies and our consent curriculum. Our PSHE and RSE curriculum holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world.

The focus of our curriculum is teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources. Teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This supports them to recognise any less positive relationships when they encounter them. They are taught that the principles of positive relationships also apply online. When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

Through our CLEAR intent, we ensure that learning is planned thoroughly around the distinct needs of children at Scholes School.

Communicative

Our aim is for our pupils to be able to articulate their ideas, thoughts and feelings with precision in order to be prepared for experiences beyond school life. Our PSHE and RSE lessons are driven through the development of oracy skills including physical, linguistic, cognitive and social and emotional.

This is demonstrated through:

- Questioning by teachers and pupils
- Partner and group discussions
- Explaining and evaluating through verbal and written work
- Vocabulary used by teachers and pupils
- Whole class discussions and debates

Each class uses a floor book to show learning over time meaning there is more emphasis on high-quality discussions rather than the production of written work.

Local

We use our local context and need to adapt lessons and embed aspects of PSHE and RSE through other areas of the curriculum and through assemblies. Knowing that our school serves an area which doesn't reflect the diverse makeup of the United Kingdom (97.8% Christianity / no religion; 95.5% white; 96.2% born in the UK – census 2021), we ensure that we promote the British Values tolerance and respect through PSHE lessons, assemblies and other areas of our curriculum such as history and RE. We also take account of our local safeguarding context building in assemblies and PSHE sessions to support personal development.

Enriched

Our PSHE and RSE curriculum is enriched through the following:

- World event and Special Days assemblies recognising things such as Black History Month and Dyslexia Awareness Week.
- Weekly dedicated PSHE Assembly linked to a whole school theme of being SUPER to enrich, deepen and apply the learning from discreet PSHE lessons to a wider school content
- Weekly dedicated 'Brain School' Assembly, where children learn and deepen their understanding of managing their own feelings and emotions and supported their own mental health.
- Weekly Values dedicated assembly focused on Fundamental British Values and how children can be good citizens in a wider world.
- Wellbeing initiatives aimed at promoting and discussing mental health.
- Visitors invited into the school to allow for a more immersive and in-depth discussion around topics such as diversity role models workshops.
- Careers week whereby visitors of different professions are invited into the school to speak to the children about their job.
- Connections made with other schools to promote collaboration and understanding towards people who are different to us.
- An active, democratic School Council and Pupil Parliament
- A Whole School behaviour system based on a coaching model of reflection

Ambitious

At Scholes, all areas of our PSHE and RSE curriculum are ambitious for all our pupils. The curriculum is adapted to meet the needs of our pupils with SEND as well as offering opportunities to extend pupils for those who demonstrate a secure understanding. Pupils with SEND may also access specific interventions to further support them socially & emotionally as well as to develop their communication skills. Additional support and intervention

are delivered through our Woodland Den Provision unit and includes interventions such as lego therapy as well as bespoke sessions around resilience, relationships and hygiene.

Remembered

We teach pupils using a spiral and progressive scheme giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. For example, in Autumn 2, all year groups teach the unit 'Family and Relationships'. Year 1 pupils learn that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only whereas in Year 6, pupils learn that stereotypes can lead to bullying and discrimination. This allows opportunities to build on prior learning.

Children are supported to remember their learning through the rules and routines within school and through special assemblies such as the celebration of the International Day of Persons with Disabilities.

Implementation

Organisation and Planning –

PSHE and RSE are taught using Kapow which is a scheme of work aimed at 4-11 year olds. Kapow offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Continuity and Progression

Class teachers plan weekly PSHE/RSE lessons which includes considering prior learning and future learning as well as possible misconceptions. This curriculum thinking, supports the delivery of PSHE and RSE as it ensures teachers have a broad understanding of what they are delivering. Progression documents for vocabulary, substantive knowledge and disciplinary knowledge further support the sequencing of units of work. Teachers also plan additional sessions tailored to meet the individual needs of their class such as sessions around cyber-bullying and group chats. Our consent progression document is used in addition to our Kapow scheme to further embed our children's understanding of this area of RSE.

Cross Curricular Links

Links are made between PSHE and RSE in other areas of the curriculum where relevant. Teachers have a secure understanding of year group expectations which allows them to filter in aspects of the PSHE and RSE curriculum. All staff are up to date with annual Keeping Children Safe in Education which supports wider personal development.

Examples of links are as follows:

- Internet safety through computing;
- Discussions around feelings and emotions in English;
- Personal hygiene, viruses and bacteria in science;
- Gender stereotypes in PE;
- Know how exercise affects your body in PE;
- Diversity in history

Resources

Resources required for lessons are all online - [RSE & PSHE | Reception, KS1 and KS2](#)

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to plan challenging work for all groups, where appropriate, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study all aspects of PSHE and RSE, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Health and Safety

The PSHE and, in particular, the RSE curriculum is delivered by the class teacher to ensure that children are given age-appropriate information which has been agreed upon with the children's parents. Prior to any teaching of the RSE content, parents will be provided with information about what their children will be taught, and they will be given the option to remove their child from those lessons should they wish.

Impact

Recording and Assessment –

Pupils take part in a range of activities which supports their development within PSHE and RSE lessons. Teachers use formative assessments throughout lessons and adapt teaching accordingly. There is flexibility within the curriculum and within class timetables to spend longer should misconceptions occur.

All classes have a floor book in which PSHE and RSE work is presented and monitored by the subject lead. The floor book will provide a snapshot of the learning undertaken by the children. This will be collected through photographs, pupil voice, pupil work and any other means suitable to the learning.

Monitoring

Monitoring of PSHE and RSE at Scholes School is carried out in a variety of ways. These include:

- Work scrutiny to explore specific, pre-discussed aspects of teaching – content, scaffolding, quantity of practical vs. theoretical work.
- Observations where appropriate – these are usually linked to SIP requirements or Performance Management objectives.
- Peer observations are encouraged for staff to explore teaching styles and activities in a less formal way than observation.
- Pupil discussions may be used to gain insight to attitudes towards PSHE and RSE.

Sources of Information

- [Relationships and sex education \(RSE\) and health education - GOV.UK](https://www.gov.uk/government/topics/relationships-and-sex-education)

- [Keeping Children Safe in Education](#)
- [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)