



Scholes (Holmfirth) Junior and Infant School

RSE & PSHE Policy

Approved by:	Date Approved:	Due for review no later than:
Headteacher	January 2026	January 2027

Introduction

This policy outlines the provision and delivery of Personal, Social, Health and Economic (PSHE) education, including Relationships and Sex Education (RSE), at [School Name] Primary. It is designed to ensure compliance with the 2014 National Curriculum for England, statutory RSE and Health Education guidance, and the expectations of the national school inspectorate. The policy reflects a commitment to providing a well-sequenced, inclusive, and ambitious curriculum that supports pupils' personal development, safeguarding, and preparation for life in modern Britain.

Aims

- Equip pupils with the knowledge, skills, and attitudes to lead healthy, safe, and fulfilling lives.
- Promote spiritual, moral, social, and cultural development, including fundamental British values.
- Foster respect, inclusion, and equality for all pupils, including those with protected characteristics.
- Support pupils' understanding of healthy relationships, consent, and online safety.
- Build resilience, self-esteem, and strategies for mental wellbeing.
- Prepare pupils for the opportunities, responsibilities, and experiences of adult life.
- Ensure PSHE/RSE contributes to a strong culture of safeguarding.

Statutory Requirements

- Deliver Relationships Education and Health Education as mandated by the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019.
- Publish this RSE policy and consult parents/carers regarding its content.
- Ensure curriculum delivery is inclusive, in line with the Equality Act 2010 and Public Sector Equality Duty.
- Make PSHE/RSE accessible and differentiated for pupils with SEND, as required by the SEND Code of Practice (2015).
- Promote pupils' spiritual, moral, cultural, mental, and physical development, as per the Education Act 2002, Section 78.
- Embed safeguarding principles in all PSHE/RSE lessons, in accordance with Keeping Children Safe in Education (KCSIE) 2023.
- Ensure health, safety, and welfare of pupils during PSHE/RSE activities, in line with the Health and Safety at Work Act 1974.

Curriculum Coverage

The PSHE/RSE curriculum at Scholes Junior and Infant School covers the following broad areas:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and internet safety
- Being safe, including consent and boundaries
- Mental wellbeing and emotional literacy
- Physical health and fitness
- Healthy eating and nutrition
- Drugs, alcohol, and tobacco awareness
- Health and prevention
- Basic first aid
- Puberty and changing adolescent body

The curriculum is progressive and spiral, revisiting key themes and building upon prior learning each year. It is responsive to local context and pupil needs, promoting communication, decision-making, assertiveness, and risk management skills.

Curriculum Implementation

- The school uses the Kapow scheme for PSHE/RSE lessons, enhanced by a bespoke progressive consent curriculum to ensure robust coverage of consent and boundaries.
- Curriculum planning ensures age-appropriate, sequenced content, matched to pupils' developmental stages.

- Lessons employ active, participatory learning approaches, including discussion, role-play, scenarios, and enquiry-based activities.
- Ground rules and confidentiality are established to create a safe and supportive environment for open discussion.
- High-quality resources are used judiciously, adapted to reflect the local context and pupil diversity.
- Pupil voice informs curriculum development and review, with regular opportunities for feedback and consultation.
- Parental engagement is prioritised, with clear communication and consultation regarding RSE content.
- The curriculum is differentiated and accessible for pupils with SEND, EAL, and diverse backgrounds.

Assessment

- Assessment in PSHE/RSE is primarily formative, focusing on pupils' knowledge, skills, and attitudes.
- Teachers use self-assessment, reflection, peer feedback, and observation to monitor understanding and inform planning.
- Assessment outcomes inform next steps in teaching and curriculum adaptation.
- Pupils are encouraged to articulate their learning and reflect on its relevance to their lives.

Roles and Responsibilities

Role	Responsibility
Headteacher – Mrs Pugh	Overall leadership, policy compliance, monitoring and evaluation of PSHE/RSE provision
PSHE/RSE Lead – Miss Johnson	Curriculum planning, resource selection, staff training, parental consultation, reporting
Class Teachers	Delivery of lessons, assessment, adaptation for individual needs, safeguarding
Support Staff	Supporting access and inclusion, assisting with differentiation
Pupils	Engaging in learning, providing feedback, participating in curriculum development
Parents/Carers	Consulting on policy, supporting learning at home, engaging in communication
Governors	Oversight of policy implementation, ensuring statutory compliance

Inclusion

- The curriculum is designed to be inclusive of all pupils, regardless of background, ability, or identity.
- Content and delivery are adapted for pupils with SEND, EAL, and those from diverse family structures and cultures.
- Representation of different identities, cultures, and family types is embedded throughout the curriculum.
- Differentiation strategies ensure all pupils can access and succeed in PSHE/RSE education.
- The school actively promotes equality and fosters good relations among pupils.

Professional Development

- Staff receive ongoing CPD in PSHE/RSE, including training in delivering sensitive topics and responding to pupil questions.
- Opportunities for staff to share best practice and reflect on teaching approaches are provided regularly.
- Staff confidence and competence are monitored, with targeted support where needed.
- External expertise is accessed as appropriate to enhance curriculum delivery.

Monitoring and Review

- The PSHE/RSE policy and curriculum implementation are monitored by the PSHE/RSE Lead and senior leadership team.
- Regular evaluation includes lesson observations, pupil feedback, parental consultation, and staff reflection.
- Impact and progression are reviewed annually, with adjustments made in response to identified needs.
- Governors oversee policy review and statutory compliance.
- The policy is reviewed at least annually, or in response to legislative or guidance updates.

Links to Other Policies

- Safeguarding and Child Protection Policy

- Equality and Diversity Policy
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Curriculum Policy
- Teaching and Learning Policy