

Ingham Primary School

Draft PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education) Policy

1. Policy statement

At Ingham Primary School we recognise that the personal, social, health and economic education (PSHE) curriculum plays an important role in supporting pupils' personal development, health, wellbeing, relationships and safety.

Our curriculum is designed to give pupils the knowledge, skills, vocabulary and understanding they need to develop positive relationships, look after their physical and mental health, make informed and responsible choices, recognise risk and seek help when they need it.

Our PSHE curriculum incorporates the statutory requirements for Relationships Education and Health Education and, where applicable, additional Sex Education.

We deliver this curriculum within our wider school ethos and alongside our safeguarding, behaviour, online safety, equality, inclusion and wellbeing provision.

We recognise that children bring different experiences, backgrounds and levels of prior knowledge to these lessons. Teaching is therefore age-appropriate, developmentally appropriate, inclusive and responsive to pupils' needs.

2. Aims

1. Through our PSHE and RSE provision, we aim to help pupils:

- develop positive and respectful relationships;
- understand themselves and others;
- recognise and communicate their emotions;
- develop confidence, resilience and self-respect;
- understand how to maintain physical and mental health;
- understand how their bodies change as they grow;
- recognise personal boundaries and understand how to keep themselves safe;
- identify trusted adults and know how to seek help;
- develop safe and respectful behaviours online and offline;
- understand rights, responsibilities and the importance of treating others with kindness and respect;
- develop knowledge and skills that support their transition to the next stage of education and life.

3. Statutory framework

This policy has regard to the Department for Education's statutory guidance:

Relationships Education, Relationships and Sex Education and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams and teachers (July 2025), implemented from September 2026.

The school will have regard to relevant legislation and guidance, including:

- Education Act 2002;
- Education Act 1996;
- Children and Social Work Act 2017;
- Equality Act 2010;
- Keeping Children Safe in Education;
- statutory Relationships Education, RSE and Health Education guidance;
- the National Curriculum;
- relevant safeguarding guidance.

The statutory guidance requires primary schools to provide Relationships Education and state-funded schools to provide Health Education. Primary schools may also choose to provide additional Sex Education.

4. Terminology

PSHE

PSHE stands for Personal, Social, Health and Economic education. At Ingham Primary School, PSHE is the broader curriculum through which pupils develop knowledge and skills relating to personal development, relationships, health, safety, citizenship and economic wellbeing.

Relationships Education

Relationships Education is statutory at primary level. It supports pupils to understand families, friendships, respectful relationships, boundaries, safety and how relationships affect wellbeing.

Health Education

Health Education is statutory in state-funded primary schools. It includes physical health, mental wellbeing, healthy lifestyles, keeping safe and understanding changes to the body.

Sex Education

Sex Education is not a statutory requirement at primary level beyond relevant content within the National Curriculum for Science.

Ingham Primary School does not provide additional Sex Education.

5. Curriculum intent

Our curriculum is designed to be:

- age and stage appropriate;
- progressive, building on prior learning;
- spiral, revisiting important knowledge and skills at increasing levels of complexity;
- inclusive and accessible;
- responsive to pupils' needs and experiences;
- evidence-informed;
- consistent with the school's values and ethos.

We recognise that pupils may encounter issues addressed by PSHE and RSE outside school. Lessons therefore provide pupils with accurate, age-appropriate information and opportunities to develop practical skills for real-life situations.

6. Our curriculum and use of Kapow

We use the Kapow Primary RSE & PSHE scheme as the principal framework for our PSHE and RSE curriculum.

Kapow provides a structured programme from Reception to Year 6 and includes progression in knowledge, skills and vocabulary.

We use the Kapow curriculum alongside our own professional knowledge of our pupils and school community. Teachers may adapt activities, examples, language, grouping and delivery where appropriate to meet the needs of individual pupils and classes.

Where adaptations are made, teachers ensure that statutory curriculum requirements continue to be met.

- Our curriculum is organised around the key areas identified within the Kapow scheme, including:
 - My Healthy Self;
 - Connecting with Others;
 - The Online World;
 - Staying Safe;
 - Health Protection;
 - Growing Up;
 - Citizenship and other areas of personal development.

The school's current curriculum map is provided in Appendix 1.

7. Mixed-age teaching

As Ingham Primary School has mixed-age classes, we use Kapow's mixed-age two-year rolling programme.

The curriculum is organised through **Cycle A and Cycle B**, enabling pupils to experience a coherent programme of learning while avoiding unnecessary repetition.

Our mixed-age planning is structured around:

- Years 1/2;
- Years 3/4;
- Years 5/6.

Teachers take account of pupils' individual age, maturity, prior knowledge and needs when delivering mixed-age lessons.

Where a lesson contains age-sensitive content, teachers will use the adaptations provided within the Kapow scheme and/or make appropriate professional adaptations to ensure that content is suitable for the pupils being taught.

Particular care is taken with learning relating to growing up, puberty, menstruation and other sensitive topics.

The mixed-age structure does not mean that all pupils receive identical teaching regardless of age. Teachers ensure that expectations, language, activities and levels of explanation are appropriate to pupils' developmental stage.

The current Cycle A/Cycle B curriculum map is available to parents and carers on our website.

8. Curriculum content and progression

The school's curriculum map shows the units taught in each class and the Cycle A/Cycle B sequence. This provided information for when each topic is delivered.

9. Growing up, puberty and body development

Pupils receive age-appropriate teaching about growing and changing as part of the Relationships and Health Education curriculum.

This includes appropriate learning about:

- physical changes;
- emotional changes;
- personal hygiene;
- menstruation;
- puberty;
- body development;
- recognising when support is needed.

Teaching is carefully sequenced so that pupils develop appropriate knowledge before or as they encounter changes associated with growing up.

The school uses factual and age-appropriate language and teaches correct terminology for relevant body parts.

Where mixed-age teaching is used, teachers take particular account of pupils' different ages and stages of development. In Key Stage 2, some lessons may be taught to each year group separately.

Parents and carers will be informed about the timing and content of particularly sensitive lessons and may request to view the relevant teaching materials.

10. Sex Education

Ingham Primary School has decided not to teach additional primary Sex Education.

The school does not provide additional Sex Education beyond:

- statutory Relationships Education;
- statutory Health Education;
- relevant National Curriculum Science content.

Parents cannot withdraw pupils from Relationships Education, and PSHE Education or National Curriculum Science.

11. Parental engagement and consultation

The school recognises the importance of working openly and constructively with parents and carers.

Parents and carers will be:

- consulted when this policy is developed or reviewed;
- informed about the content and timing of the curriculum;
- provided with a parent-friendly curriculum overview;
- able to access the school's current RSE/PSHE policy;
- able to view relevant teaching materials;
- given opportunities to ask questions and raise concerns.

The school will make curriculum materials available to parents and carers in accordance with the statutory guidance.

The school will consider parental feedback when reviewing the policy and curriculum. However, consultation does not constitute a parental veto over statutory curriculum content.

Parents and carers may request to view the teaching materials used in PSHE and RSE. Requests should be made to the PSHE/RSE lead or Headteacher. The school will make relevant materials available in accordance with the statutory guidance.

12. Teaching approaches

PSHE and RSE lessons are taught in a safe, respectful and supportive environment.

Teachers establish clear ground rules before sensitive discussions. These may include:

- listening respectfully;
- allowing others to speak without interruption;
- not sharing personal information about other people;
- using appropriate language;
- understanding that questions can be asked without embarrassment;
- recognising that pupils may have different experiences and views.

Teachers use a range of approaches, including:

- discussion;
- scenarios;
- stories;
- videos;
- role play where appropriate;
- written activities;
- reflection;
- quizzes and retrieval activities.

Teachers do not require pupils to disclose personal or family experiences.

13. Children's questions

Children are encouraged to ask questions in an appropriate and respectful way.

Teachers will respond to questions according to the age and stage of the pupils and the content being taught.

Teachers may:

- answer the question directly where appropriate;
- provide an age-appropriate explanation;
- explain that a question is outside the curriculum and cannot be discussed in detail;
- follow up privately with a pupil;
- seek advice from the PSHE/RSE lead or safeguarding lead.

Questions which indicate a safeguarding concern will be dealt with in accordance with the school's safeguarding procedures.

14. Safeguarding and disclosures

PSHE and RSE lessons may provide opportunities for pupils to disclose concerns about themselves or others.

Staff teaching PSHE and RSE will follow the school's safeguarding and child protection procedures.

Staff will:

- listen calmly;
- avoid promising confidentiality;
- record concerns appropriately;
- report concerns to the Designated Safeguarding Lead in accordance with school procedures.

The curriculum will help pupils recognise unsafe situations, understand boundaries and identify trusted adults and appropriate sources of support.

15. Inclusion and SEND

The school is committed to ensuring that all pupils can access the PSHE and RSE curriculum.

Teachers will make reasonable adjustments and adaptations where necessary, taking account of:

- SEND;
- learning needs;
- communication needs;
- sensory needs;
- developmental stage;
- medical needs;
- pupils' individual circumstances.

Where necessary, teachers will adapt language, resources, activities and grouping while maintaining the intended learning.

16. Equality and diversity

The school teaches pupils to treat others with respect and dignity and does not tolerate bullying, discrimination or harassment.

The curriculum reflects the Equality Act 2010 and takes account of protected characteristics where relevant to the statutory curriculum.

When teaching about families and relationships, pupils learn that families can take different forms and that people should be treated with respect.

The school avoids stereotyping and uses inclusive and respectful language.

17. Confidentiality

Teachers cannot promise pupils absolute confidentiality.

Where a pupil discloses information which raises a safeguarding concern, staff will follow the school's safeguarding procedures.

Pupils are reminded that they can speak to trusted adults if something worries them.

18. Staff training

Staff responsible for delivering PSHE and RSE will receive appropriate guidance and training.

Teachers are expected to familiarise themselves with:

- the school's PSHE/RSE policy;
- the relevant curriculum planning;
- the intended learning and vocabulary;
- appropriate responses to pupil questions;
- safeguarding procedures.

If and where appropriate, the PSHE/RSE lead will provide staff briefings before sensitive units are taught.

19. External visitors

Where external visitors are used, the school will ensure that:

- their contribution supports the school's curriculum;
- the content is appropriate;
- the visitor has the appropriate knowledge and skills;
- safeguarding procedures are followed;
- the teacher remains responsible for the lesson;
- external materials are reviewed before use.

The use of an external provider does not remove the school's responsibility for the curriculum.

20. Assessment

PSHE and RSE is assessed primarily through pupils' knowledge, understanding and application of learning.

Teachers use:

- questioning;
- discussion;
- retrieval activities;
- written work;
- quizzes;
- observation;
- pupil reflection;
- other appropriate formative assessment.

Assessment is not based on pupils disclosing personal experiences or feelings.

21. Monitoring and evaluation

The PSHE/RSE lead is responsible for monitoring the quality and consistency of provision.

Monitoring may include:

- reviewing planning;

- reviewing pupils' work;
- lesson visits;
- pupil voice;
- staff feedback;
- parent feedback;
- assessment information;
- reviewing curriculum coverage;
- checking statutory requirements.

The curriculum will be reviewed to ensure that it remains appropriate for the school's pupils and community and continues to meet statutory requirements.

22. Roles and responsibilities

Governing body/trust

The governing body/trust is responsible for:

- approving the policy;
- ensuring that statutory requirements are met;
- supporting effective curriculum provision;
- ensuring appropriate consultation takes place.

Headteacher

The Headteacher is responsible for:

- ensuring the policy is implemented;
- ensuring appropriate staffing and training;
- ensuring safeguarding arrangements are followed;
- overseeing parental communication.

PSHE/RSE subject leader

The subject leader is responsible for:

- curriculum planning and development;
- supporting staff;
- monitoring provision;
- maintaining curriculum documentation;
- coordinating consultation and communication with parents;
- reviewing the effectiveness of the curriculum.

Teachers

Teachers are responsible for:

- delivering the planned curriculum;
- adapting teaching appropriately;
- establishing safe learning environments;
- responding appropriately to pupil questions;
- following safeguarding procedures.

23. Complaints

Parents and carers who have concerns about the delivery or content of PSHE/RSE should initially contact the Headteacher or the PSHE/RSE Lead. The school will seek to resolve concerns through discussion wherever possible. Where a concern cannot be resolved informally, parents and carers should follow the school's formal complaints procedure.

24. Policy development and review

This policy has been developed with reference to the statutory RSHE guidance and the school's curriculum needs.

Parents and carers have been consulted as part of the policy review.

The school will consider feedback received through consultation when making decisions about curriculum delivery.

The policy will be reviewed in 3 years or sooner if there are significant changes to statutory guidance, legislation or the school's curriculum.

The policy will be approved by Ingham Primary School Governing Body

Appendix 1: Curriculum overview

The school's current PSHE/RSE curriculum overview is available at: www.ingham.lincs.sch.uk

This includes the Cycle A and Cycle B sequence for:

- Reception;
- Years 1/2;
- Years 3/4;
- Years 5/6.

Appendix 2: Statutory Guidance Coverage

The school maintains a mapping document showing how the curriculum meets the statutory Relationships Education and Health Education requirements.

Pupils learn how bodies change as they grow in the Growing Up units taught in Years 2, 4 and 5. This understanding is revisited and built upon through the spiral curriculum.

In Year 4, teaching explicitly covers the changes during adolescence including menstruation and introduces the term 'puberty'.

In Year 5, pupils explore personal hygiene, periods, physical and emotional changes and identify trusted sources of support during puberty.