

St Paul's CE (VC) First School Coven



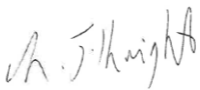
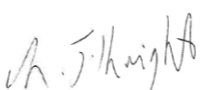
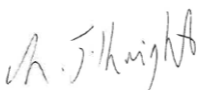
Personal, Social, Health and Education (PSHE) and Relationship and Sex (RSE) Policy

May 2026 (ready for September 2026)



St Paul's First School, Coven

PSHE Policy

Comments:	Written in January 2020 by A. Pope Review at least annually
Signed:	 A. Hyett, Chair of Governors, 27/1/2020
Reviewed:	 L. Knight, Chair of Governors, 22/3/2021
Reviewed:	 L. Knight, Chair of Governors, 14/3/2022
Reviewed:	 L. Knight, Chair of Governors, 21/3/2023
Reviewed:	 J. Sawyer, Chair of Governors, 22/5/2024
Reviewed:	 J. Sawyer, Chair of Governors, 24/6/2026

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Introduction

Our personal, social, health and economic (**PSHE**) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible members of the community and wider society.

At St Paul's, children's wellbeing, happiness and safety are our first priority, and PSHE is the key subject through which we share this with children. We regard PSHE as an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos.

Relationship and Sex Education (**RSE**) enhances learning based on topics such as; anti-bullying; keeping safe on and off line; keeping physically and mentally healthy and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making. Children are also involved in discussions based on healthy relationships and lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. All of this will depend on the child's age and will be communicated with children in an age-appropriate way throughout.

Together, RSE & PSHE support pupils to understand themselves, their relationships with others and the world around them. Through this learning, pupils develop the knowledge and skills needed to build healthy relationships, care for physical and mental wellbeing, understand their role in society and stay safe in a range of situations, including online.

RSE has been mandatory in schools since September 2020.

Entitlement

RSE & PSHE support pupils' wellbeing, relationships and safety, meeting statutory guidance. Key areas include:

- **Relationships Education** (families, friendships, respect, positive relationships).
- **Health Education** (physical and mental health, healthy lifestyles, safety).

While skills like resilience and communication are sometimes assumed to develop naturally, varying home and world experiences mean this is not always the case. Explicit RSE & PSHE teaching ensures all pupils learn and practise these skills (e.g. managing emotions, communication, decision-making) in a structured way.

RSE & PSHE create a safe space for pupils to ask questions, explore ideas and reflect on real-life situations. Revisiting key themes each year allows learning to build gradually, helping pupils develop confidence, understanding and strategies for everyday life.

A well-planned and carefully taught RSE & PSHE curriculum can support the pupils' wellbeing in the following areas:

- **Confidence** - helping pupils understand emotions, recognise strengths and express themselves, benefiting them in school and daily life.
- **Self-regulation** - developing strategies to manage behaviour and respond to challenges by learning about emotions, choices and consequences.
- **Relationships** - teaching about friendships, communication and conflict resolution to build stronger, more respectful relationships.
- **Empathy** - encouraging understanding of different perspectives and experiences.
- **Respect** - contributing to a positive, respectful environment and helping pupils recognise the impact of their words and actions.

Staff also follow the whole school equal opportunities policy, ensuring every child in school is offered rich and balanced opportunities.

Implementation

PSHE is taking place all the time in school. It is reflected in the ethos of the school, the nature of relationships with, and between staff and children, the displays in school and the outside environment of the school.

PSHE is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE through and in other subjects/curriculum areas
- Circle Time/Story time (EYFS)
- Specialised assemblies
- PSHE activities and school events e.g. Friends Days
- NSPCC sessions linking to particular topics (Speak Out, Stay Safe)

- Pastoral care and guidance

From September 2026, through the Kapow Primary RSE & PSHE scheme of work, pupils learn about a range of topics that support their wellbeing, relationships and personal development.

These topics are organised into key areas, which are revisited across different year groups so pupils can build their understanding and confidence as they move through primary school.

Key areas

- **My healthy self** - learning how to look after mental and physical health and making choices that support wellbeing.
- **Connecting with others** - learning to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
- **The online world** - learning to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
- **Citizenship** - learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
- **Staying safe** - learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
- **Growing up** - learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.
- **Health protection** - learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.

In Reception, RSE & PSHE learning focuses on developing the skills set out in the Early Years Framework for Personal, Social and Emotional Development. These include:

- **Self-regulation** - understanding feelings, managing emotions and beginning to control behaviour.
- **Managing self** - developing independence, resilience, understanding rules and looking after personal needs.
- **Building relationships** - learning to work and play with others, form friendships and show care for others.

Kapow Primary's Reception units are designed to support these areas through age-appropriate activities, stories and discussions, helping pupils develop the foundations they need for learning and relationships as they move through school.

In primary schools, Relationships Education and Health Education are statutory parts of RSE & PSHE. Sex education is **not statutory** at primary level, though many schools opt to teach an optional Year 6 unit to prepare pupils for secondary school with accurate information.

Health and Safety

All children are made aware of any relevant health and safety issues relating to activities carried out in PSHE. Any school activities connected with PSHE are carried out in accordance with the guidelines in the agreed school Health and Safety Policy.

Assessment

Children are informally assessed by staff throughout their work and the annual reports given to parents at the end of the school year will reflect this.

Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

In year groups 1 to 4, a scrap book may be used to show evidence of PSHE teaching and learning.

Reporting to Parents

At St Paul's we aim for PSHE to complement the personal and social development of children provided in the home and the local community. A high priority is working with parents and is a vital part of the whole school approach. Parents are kept fully informed of the school's policy for sex and relationships education and we aim to keep parents and guardians involved in school life.

Staff encourages parents to speak to staff if they have any worries or concerns over the matters discussed in PSHE lessons.

St Paul's values the contributions of the community and outside agencies to the personal, social and health development of its children through active involvement of life outside school. We sometimes invite a wide range of representatives to talk to the children, including the Fire Service and Paramedics to speak to children appropriately about their roles.

If a parent wishes their child to be withdrawn from the sex education elements of RSE, they should discuss this with the head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's educational record. The head teacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

Liaison

The PSHE Subject Leader has liaised with staff providing long term plans and advice on planning taken from Kapow (September 2026). Staff meetings are also be put in place throughout the year to ensure all staff are informed of any changes to the subject. After attending subject leader updates, the PSHE Leader will inform staff regularly regarding changes.

Monitoring - Subject Leadership

The subject leader provides support and advice to other members of staff through careful monitoring of the quality of teaching, children's understanding and is responsible for evaluating and reviewing the programme and provision for PSHE across the school. She will also further staff development by providing opportunities for staff to update and extend their knowledge and expertise in PSHE.

Review

The PSHE Policy is to be reviewed on a regular basis as scheduled in the School Development Plan.

Signed:

12.05.26 / A.Pope