Misterton Primary and Nursery School

RSE and PSHCE Policy

2026-27

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Authorised by: J. Cappleman-Jackson (Headteacher)
Pupil Premium lead: J. Cappleman-Jackson
Governor lead: J. Fairbank
RSE/PSHCE Subject Lead: J. Cappleman-Jackson

Curriculum Intent

At Misterton Primary School the child is at the heart of everything we do. Through our Take Care ethos, ambitious, vocabulary-rich National Curriculum we embed sequenced skills, knowledge and understanding. Our curriculum is shaped with pupil voice to motivate and foster a lifelong love of learning.

We place the whole child at the centre of our PSHCE/RSE intent: wellbeing, kindness and respect underpin aspirations for every pupil to become a resilient, independent and responsible citizen. Individuality is nurtured and celebrated. Our local context is used as a key curriculum resource to build cultural capital and to explore the diverse wider world.

Children are supported to know when and how to deepen their learning, setting high personal aspirations and developing a growth mindset. This approach strengthens resilience and prepares pupils for transitions to the next stage of their education and for life beyond school.

Rationale

From September 2020 Relationships and Health Education became compulsory for all primary pupils. The DfE continues to recommend that primary pupils receive age- and maturity-appropriate sex education. Misterton Primary fully supports RSHE delivered as part of PSHCE (Personal, Social, Health, Citizenship and Economic education) to support pupils' spiritual, moral, cultural, mental and physical development and to prepare them for life in a digital age.

We comply with the Equality Act 2010 and the Public Sector Equality Duty (PSED). Our PSHCE and RSE curriculum is accessible to all pupils and aligned with the SEND Code of Practice. We are mindful and respectful of a range of cultural and faith beliefs and will endeavour to be appropriately sensitive; equally, all pupils must have the information and learning they need to stay safe, healthy and understand their rights.

We provide honest, open, factual information to help pupils form their own beliefs and values, free from bias, judgement or the personal beliefs of staff.

Policy development and consultation

This policy was developed in consultation with the whole school community: headteacher, staff, governing body, parents/carers and pupils. It will be reviewed annually and the most recent version published on the school website; printed copies are available from the school office on request. Kapow, the school's curriculum support portal, has information for parents to access and this is on the school website.

Parental right to withdraw

Parents/carers have the right to withdraw their child(ren) from some or all of the sex education aspects of the RSE/PSHCE curriculum that fall outside the statutory Science curriculum. Biology content taught through National Curriculum Science (e.g., parts of the body, life cycles, reproduction in the life-process sense, menstrual cycle) is not subject to withdrawal.
Parents who wish to discuss content should contact the class teacher in the first instance; further discussion may be arranged with the subject lead, Suzanne McNamara, via the school office. Requests to withdraw should be made in writing to the school office. Where withdrawal is agreed, the school will provide suitable, purposeful alternative activities and record the process.

Roles and responsibilities

Headteacher: overall responsibility for policy implementation, resourcing and liaison with governors and parents.

- RSE/PSHCE Subject Lead (Jane Cappleman-Jackson):
- Write and annually review the policy to ensure statutory compliance.
- Communicate the policy to staff, parents and pupils and publish it on the website.
- Lead curriculum design, sequencing and assessment; quality assure teaching and learning; organise CPD.
- Liaise with external partners and ensure provider vetting and safeguarding checks.

Governors:
Ensure statutory duties are met, monitor implementation and receive regular reports.

Class teachers and support staff:

- Deliver lessons sensitively, follow ground rules, adapt for SEND and EAL, and follow safeguarding procedures.

Designated Safeguarding Lead (DSL):

- Manage safeguarding concerns and disclosures arising from PSHCE/RSE lessons.

Parents/carers:

- Engage in consultation, view materials on request and support learning at home.

Pupils:

- Participate respectfully and uphold agreed classroom ground rules.

Aims of the PSHCE/RSE curriculum

- Equip pupils to be healthy, kind and respectful citizens.
- Develop knowledge of physical and mental health, safety (including online), and how to seek help.
- Build understanding of relationships: friendships, family, consent, conflict resolution and respectful behaviour.
- Foster resilience, independence and a growth mindset.
- Promote equality and respect for diversity, challenging discrimination and unconscious bias.
- Ensure statutory coverage of Relationships and Health Education and deliver age-appropriate sex education where selected.
- Encourage pupils' personal development and readiness for the responsibilities and opportunities of later life.

Curriculum model, content and sequencing

Delivery model:

- PSHCE/RSE is taught through discrete lessons, cross-curricular links (science, computing), assemblies, pastoral sessions and enrichment activities. External providers are used selectively and always under staff supervision.

Programme and resources:

- We use Big Talk Education annually for RSE content (FS1–Year 6) and supplement throughout the year with school-led lessons and accredited resources (PSHE Association, NSPCC Pants, NHS/Public Health materials).

Long-term planning:

- The subject lead maintains a sequenced long-term plan showing progression and clear learning outcomes from EYFS to Year 6. Lessons use age-appropriate vocabulary and progressively build knowledge, skills and attributes.

Pedagogy:

- Participative, safe and inclusive approaches: circle time, role-play, discussion, scenario work, reflective activities and "ask-it" baskets. Ground rules are established to create a safe learning environment (e.g., no personal disclosures required; use correct anatomical terms).

Online safety:

- Integrated with computing and safeguarding teaching; covers social media, privacy, reporting, age restrictions and how to get help.

RSE & PSHCE coverage (core themes and examples)
RSE (Big Talk Education core content) – delivered annually and reinforced by school staff:

- Nursery: Differences between boys and girls; naming body parts; private body parts and consent for touch.
- Reception–Year 3: Develop nursery content; identify safe/happy and risky situations; who to talk to if worried.
- Year 4–6: Types of families; emotional and physical changes of growing up; similarities/differences including transgender awareness; coping with emotions; puberty and bodily changes; reproduction as appropriate to age; personal safety and identified risks; healthy relationships and consent.

PSHCE (broad coverage across year groups):

- Personal wellbeing and mental health
- Physical health, hygiene and healthy choices
- Relationships, friendship, conflict resolution and respect
- Online safety and media literacy
- Citizenship, rights and responsibilities
- Diversity, equality and inclusion
- Drug, alcohol and economic awareness where age-appropriate

Teaching adaptations and inclusion (SEND, cultural sensitivity)

- All pupils have access to the PSHCE curriculum with differentiation: adapted materials, visual aids, social stories and one-to-one support where required.
- The SENDCo and class teams produce bespoke plans for pupils with EHCPs or significant needs, involving parents.
- Cultural and faith-based sensitivities will be respected; where necessary staff will communicate with families and offer appropriate measures while ensuring statutory requirements and pupil safety are met.

Safeguarding, confidentiality and managing disclosures

- Safeguarding is paramount. Staff delivering RSE/PSHCE are trained in safeguarding and follow the school's child protection procedures.
- Confidentiality: staff cannot promise absolute confidentiality. Children are informed that serious safety concerns will be referred to the DSL.
- Managing disclosures: staff will follow the school safeguarding policy, record concerns promptly on the school's reporting system and escalate where necessary.
- Lessons include content on recognising unhealthy behaviour, sexual harassment, exploitation and how to seek support.

Managing difficult questions

- Staff will address questions sensitively and at an age-appropriate level. Where appropriate, questions may be deferred to speak with parents, involve the subject lead, or handled as part of a safeguarding process.
- Staff will take account of diverse viewpoints and, where needed, discuss with parents to support home–school continuity.

Assessment, recording and reporting

- Assessment is formative and developmental, focusing on knowledge, skills and attributes rather than grading personal beliefs.
- Methods include baseline and end-of-unit checks, exit tickets, teacher observation, pupil self-reflection and pupil voice.
- Teachers make informal judgements against the planned learning objectives for each unit. Two broad assessment areas:
  1) Knowledge and understanding (e.g., health information, safety rules, meaning of key concepts).
  2) Application of knowledge through skills and attitudes (e.g., discussion, decision-making, conflict management).
- Reporting: achievements are reported in annual personal reports; staff will contact parents/carers where concerns arise or to discuss wellbeing/behaviour.

Working with parents, carers and the community

- The policy is published on the school website and a copy provided on request. Parents are informed in advance of RSE topics and materials.
- Consultation with parents was carried out during policy development and will continue during reviews.
- Withdrawal process: parents wishing to withdraw a child from sex education should write to the school office. The headteacher/subject lead will meet to discuss the request, explain consequences, document the outcome and ensure purposeful alternative provision is available.
- Community partnerships: we work with local health services, police, charities (e.g., NSPCC) and approved external providers to enrich the curriculum.

External providers and quality assurance

- External providers are vetted for safeguarding, suitability and curriculum alignment. Staff remain present during sessions.
- The subject lead maintains a provider checklist and ensures contracts and safeguarding declarations are completed.
- Staff receive induction and annual CPD on PSHCE/RSE pedagogy, safeguarding and responding to pupil needs.

Behaviour, pastoral support and pastoral pathways

- PSHCE lessons promote respectful language and restorative approaches.
- Clear referral routes exist from RSE/PSHCE to pastoral leads, DSL and SENDCo for additional support. Targeted interventions and counselling are arranged where needed.
- The school's weekly Celebration Assembly recognises Care, Compassion, Kindness and Hope; pupils are supported to follow our "25 Rules of Kindness."

Monitoring, evaluation and review

- The PSHCE subject lead monitors curriculum delivery, standards and quality of teaching through lesson observations, work scrutiny and pupil voice.
- Termly reports are provided to SLT and governors on coverage, impact and development priorities.
- Evaluation uses qualitative evidence (pupil voice, staff feedback, parent feedback) and relevant quantitative indicators (behaviour incidents, attendance, wellbeing measures).

- This policy will be reviewed annually or sooner if statutory guidance changes. The governor lead (J. Fairbank) will sign off reviews.

Record-keeping and documentation

- The subject lead maintains long-term plans, unit plans, assessment records, CPD logs, provider checks and records of parental consultation and withdrawal requests. All records are stored securely and in line with GDPR.

Related documents and appendices (held by school)

- Safeguarding and Child Protection Policy
- Relational Policy
- Equality Policy
- SEND Policy
- Computing / Online Safety Policy
- Health & Safety and First Aid Policies
- Appendix A — Long-term overview and progression framework
- Appendix B — Parental information and withdrawal form (template)
- Appendix C — Lesson ground rules and “ask-it” basket protocol
- Appendix D — External provider vetting checklist and safeguarding declaration
- Appendix E — Staff training log and CPD plan