

Mawsley Community Primary School



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

Policy Ownership	FGB
Statutory Requirement	YES
Adopted by Full Governing Board	Term 1 2026-27
Formal Review	September 2028

PSHE and RSE Education Policy

Name of school: Mawsley Community Primary School

Date of policy: September 2026

Members of staff responsible for PSHE Education: Penny Walker

Line Manager (Member of SLT): Miss Michelle Harris

Review date: September 2028

1. How this Policy was developed

This policy outlines the intent, implementation and impact of Personal, Social, Health and Economic (PSHE) education at Mawsley Community Primary School. It has been developed to reflect the needs of our pupils, the context of our school community and the statutory requirements set out by the Department for Education (DfE).

The policy has been written by the PSHE subject lead, Penny Walker, in consultation with members of staff, governors, pupils and parents. Feedback from these groups has been considered to ensure that our PSHE curriculum is inclusive, relevant and responsive to the needs of all pupils.

At Mawsley Community Primary School, we recognise that PSHE education plays a central role in preparing children for life beyond primary school. It supports pupils to develop the knowledge, skills, attitudes and values needed to become confident, healthy, respectful and responsible members of society.

The policy has been approved by the governing body and will be reviewed regularly to ensure that it continues to reflect statutory guidance, best practice and the changing needs of our pupils.

2. Legal requirements and statutory guidance

PSHE education is an essential part of a broad and balanced curriculum and supports schools in meeting their statutory duties under the Education Act 2002, the Academies Act 2010, the Equality Act 2010 and safeguarding legislation.

From September 2026, schools will be required to deliver PSHE education in line with the updated Department for Education statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

At Mawsley Community Primary School, our PSHE curriculum ensures that pupils receive planned, progressive teaching which supports the statutory expectations for Health Education and Relationships Education, alongside wider personal development learning.

The PSHE curriculum contributes to pupils' understanding of:

- physical health and mental wellbeing;
- emotional literacy and self-regulation;
- relationships and respectful behaviour;
- online safety and responsible digital citizenship;
- personal safety and risk management;
- diversity, equality and inclusion;
- financial education and economic wellbeing;
- rights, responsibilities and participation within society;
- preparing for life in modern Britain.

Although some aspects of PSHE education are statutory, we recognise that effective PSHE education extends beyond statutory content. Our curriculum is designed to support pupils' personal development, character education and preparation for successful adulthood.

The school also recognises its responsibility to promote the Equality Act 2010 protected characteristics and ensure pupils develop respect for others, regardless of differences in background, family circumstances, disability, ethnicity, religion, sex, gender identity or sexual orientation.

PSHE education also supports the school's safeguarding responsibilities by equipping pupils with the knowledge and confidence to recognise unsafe situations, seek support, make informed choices and develop healthy relationships.

Schools must teach Relationships Education and Health Education to all pupils in primary schools. The statutory expectations include specific learning outcomes on the changing adolescent body, puberty (by the end of primary), mental wellbeing, internet safety and harms, physical health and fitness, and healthy eating. The school ensures coverage of mandatory content as set out in the DfE statutory guidance (September 2026). A curriculum mapping document showing where statutory outcomes are taught (by year group and Kapow unit) is maintained by the PSHE lead and is available to governors and parents on request.

3. What Personal, Social, Health and Economic (PSHE) education is

At Mawsley Community Primary School, PSHE education is a planned, developmental programme which helps children acquire the knowledge, understanding and skills they need to manage their lives now and in the future.

PSHE education supports pupils to develop:

- **self-awareness** – understanding themselves, their emotions, strengths, interests and personal qualities;
- **self-management** – developing resilience, independence, confidence and the ability to regulate emotions and behaviour;
- **social awareness** – understanding others, showing empathy and appreciating diversity;
- **relationship skills** – building positive friendships, communicating effectively and resolving conflict;
- **decision-making skills** – considering consequences, managing risks and making informed choices;
- **health and wellbeing knowledge** – understanding how to maintain physical and mental health;
- **economic awareness** – understanding money, work, enterprise and financial responsibility;
- **citizenship skills** – understanding rights, responsibilities, communities and the wider world.

Our PSHE curriculum is underpinned by our school values and aims to develop pupils who are:

- confident and resilient learners;
- able to communicate their thoughts and feelings appropriately;
- respectful and compassionate towards others;
- able to make safe and healthy choices;
- prepared to contribute positively to their community and wider society.

We recognise that children's wellbeing, emotional security and sense of belonging are fundamental to their ability to learn successfully. PSHE education therefore forms an important part of our wider curriculum offer and school culture.

At Mawsley Community Primary School, PSHE is not viewed as a standalone subject but as an integral part of school life. Opportunities for personal development are embedded through classroom practice, assemblies, pastoral support, pupil leadership opportunities, enrichment activities and relationships across the whole school community.

Our PSHE curriculum aims to:

1. Develop pupils' confidence, self-esteem and ability to make informed decisions.
2. Support children to understand and manage emotions effectively.
3. Develop resilience, perseverance and a positive attitude towards challenges.
4. Promote respectful relationships and positive communication.
5. Support pupils to understand how their choices and behaviours affect themselves and others.
6. Develop understanding of physical and mental health and how to maintain wellbeing.
7. Equip pupils with knowledge and skills to stay safe, including online safety.
8. Develop an understanding of rights, responsibilities and their role within society.
9. Promote equality, diversity and respect for others.
10. Prepare pupils for the opportunities, responsibilities and experiences of later life.

4. How PSHE education is provided and who is responsible

At Mawsley Community Primary School, PSHE education is delivered through a carefully planned and progressive curriculum supported by **Kapow Primary's PSHE curriculum programme**.

Kapow Primary provides a structured spiral curriculum which enables pupils to revisit key themes at an age-appropriate level, building upon previous learning and developing increasing knowledge, confidence and independence as they progress through school.

The Kapow curriculum supports coverage of the statutory expectations for Health Education and Relationships Education and provides opportunities for pupils to develop the wider knowledge, skills and attributes required for personal development.

The PSHE curriculum is organised into key themes which are revisited throughout EYFS, Key Stage 1 and Key Stage 2. These themes include:

Family and Relationships

Pupils learn about:

- different types of families and communities;
- friendships and positive relationships;
- kindness, respect and empathy;
- communication skills;
- managing disagreements and conflict;
- recognising and responding appropriately to the feelings of others.

Health and Wellbeing

Pupils learn about:

- physical health and healthy lifestyles;
- mental wellbeing;
- emotions and self-regulation;
- resilience and coping strategies;
- personal hygiene and self-care;
- making safe and healthy choices.

Safety and the Changing Body

Pupils develop understanding of:

- personal safety;
- recognising risks;
- seeking help and trusted adults;
- online safety;
- changes that occur as they grow and develop.

Citizenship

Pupils learn about:

- rules, laws and responsibilities;
- communities and belonging;

- democracy and participation;
- diversity and inclusion;
- contributing positively to society.

Economic Wellbeing

Pupils develop:

- understanding of money;
- financial choices;
- saving and spending;
- careers and aspirations;
- enterprise skills.

Identity and Respect

Pupils explore:

- personal identity;
- individuality and similarities/differences;
- equality;
- challenging stereotypes;
- respecting others.

The PSHE subject lead, Penny Walker, is responsible for:

- overseeing the development and implementation of PSHE across the school;
- ensuring curriculum coverage and progression;
- supporting teachers with planning and delivery;
- monitoring the quality of PSHE teaching and learning;
- ensuring resources are appropriate, inclusive and age-related;
- keeping up to date with statutory guidance and subject developments;
- identifying staff training needs;
- working with senior leaders to evaluate the effectiveness of PSHE provision.

Class teachers are responsible for delivering PSHE lessons and ensuring that learning is adapted appropriately to meet the needs of their pupils. Teachers use Kapow Primary

resources alongside their professional judgement to ensure lessons reflect the context of their class and the experiences of pupils.

PSHE teaching is enhanced through:

- assemblies;
- pastoral support;
- ELSA interventions;
- Family Support Worker involvement;
- safeguarding education;
- enrichment opportunities;
- pupil voice activities;
- links with the wider community.

Where appropriate, additional resources and activities are selected to respond to local, national or emerging issues affecting pupils, ensuring that PSHE remains relevant and meaningful.

5. How PSHE education is taught

At Mawsley Community Primary School, PSHE education is taught as a planned, timetabled subject throughout the school year. Dedicated PSHE lessons take place regularly within each class, supported by additional opportunities across the wider curriculum and school life.

PSHE lessons are delivered by class teachers who know their pupils well and are able to adapt learning to reflect the needs, experiences and maturity of the children in their class. Teaching is supported by the **Kapow Primary PSHE curriculum**, which provides carefully sequenced lessons, knowledge progression and age-appropriate resources from Early Years Foundation Stage through to Year 6.

Kapow Primary's curriculum is structured around a spiral model of learning, allowing pupils to revisit key concepts at increasing levels of depth. This ensures that children build secure knowledge over time and are able to apply their understanding to real-life situations.

By the end of primary, pupils receive age-appropriate teaching about puberty, including physical and emotional changes, menstruation and personal hygiene. Teachers will ensure that lessons on changing bodies and puberty are delivered sensitively and appropriately for the age group. For Year 5/6, parents will be notified in advance of content and provided with materials outlining lesson objectives and suggested ways to

support their child at home. Alternative or additional support will be offered for pupils with SEND where the content may need to be presented differently.

PSHE lessons are designed to be:

- **age appropriate** – recognising the developmental stage and needs of pupils;
- **inclusive** – ensuring all children can participate and see themselves represented;
- **interactive** – encouraging discussion, reflection, collaboration and problem-solving;
- **responsive** – allowing teachers to address relevant issues arising within the school community;
- **safe and supportive** – enabling children to share ideas, ask questions and develop confidence.

A range of teaching approaches are used to support different learning styles, including:

- class and group discussions;
- scenario-based learning;
- role play and drama;
- stories and picture books;
- video clips and animations;
- reflection activities;
- written activities;
- collaborative tasks;
- practical activities;
- circle time and structured conversations.

Teachers establish a safe and respectful learning environment before beginning PSHE topics. This includes creating class agreements which encourage:

- listening respectfully to others;
- valuing different opinions;
- maintaining appropriate confidentiality;
- understanding that everyone's experiences are different;
- knowing when and how to seek help.

Children are encouraged to ask questions during PSHE lessons. Teachers will answer at a level appropriate to pupils' age and maturity and in line with school curriculum objectives. If a question raises safeguarding concerns or indicates risk, teachers will follow the school safeguarding policy and make a record; in such cases, confidentiality cannot be guaranteed and the DSL will be informed immediately.

PSHE education is also reinforced through the wider curriculum and daily life of the school. Opportunities include:

- whole-school assemblies;
- celebrating diversity and inclusion;
- pupil leadership opportunities;
- school council activities;
- charity work and community involvement;
- online safety education;
- wellbeing activities;
- behaviour and relationship education;
- enrichment opportunities.

At Mawsley Community Primary School, we recognise that PSHE learning is most effective when children are able to apply their knowledge and skills beyond the classroom. Therefore, we aim to create a consistent approach where respectful relationships, emotional wellbeing and personal responsibility are modelled throughout the school community.

While we follow Kapow Primary's scheme, leaders and teachers adapt content and resources to reflect our school's context, values and the needs of pupils in the SEND Hub. The PSHE subject lead will produce an annual adaptation statement demonstrating how Kapow lessons are made accessible and differentiated for:

- children in the SEND Hub (including specific learning intentions and alternative outcomes where appropriate),
- pupils with EAL,
- vulnerable or previously looked after pupils,
- pupils at different developmental stages (e.g. accelerated understanding for older SEND pupils).

This adaptation statement will be reviewed by the Headteacher and governors and shared with staff and parents.

6. How PSHE education is monitored, evaluated and assessed

The effectiveness of PSHE education at Mawsley Community Primary School is monitored through a combination of curriculum evaluation, assessment information, pupil feedback and staff discussion.

The PSHE subject lead, Penny Walker, is responsible for monitoring the quality and impact of PSHE education across the school. This includes:

- reviewing curriculum planning and coverage;
- monitoring progression across EYFS, Key Stage 1 and Key Stage 2;
- gathering pupil voice;
- reviewing examples of pupils' work;
- observing teaching and learning where appropriate;
- speaking with staff about confidence and training needs;
- evaluating the effectiveness of resources and provision.

Assessment in PSHE differs from many other curriculum subjects because learning often relates to children's personal development, attitudes, behaviours and skills as well as knowledge.

Teachers assess pupils' learning through:

- observation during lessons and discussions;
- questioning;
- contributions to group activities;
- written reflections and recorded work;
- pupil self-reflection;
- class discussions;
- assessment stickers in books

Teachers use assessment to identify:

- what pupils already know;
- misconceptions that need addressing;

- areas where further teaching is required;
- opportunities for pupils to apply their learning in different contexts.

Teachers will use Kapow end-of-unit assessments and a PSHE skills progression tracker to record key knowledge and skills achieved (including statutory outcomes). Examples of evidence may include pupil reflections, annotated pupil work, lesson observations and recorded podcasts or role-play summaries. The PSHE lead will produce an annual impact report for governors summarising curriculum coverage, pupil voice findings, assessment outcomes and identified CPD needs.

PSHE assessment information is used formatively to inform future teaching and ensure that pupils continue to make progress throughout their time at Mawsley Community Primary School.

The subject lead reviews the overall effectiveness of PSHE provision and reports developments and priorities to senior leaders and governors as appropriate.

7. How the delivery of PSHE education is made accessible to all pupils

At Mawsley Community Primary School, we believe that PSHE education is essential for every child and should be accessible to all pupils, regardless of ability, background, additional need or personal circumstances.

We recognise that children develop socially and emotionally at different rates and therefore PSHE teaching is adapted carefully to meet individual needs.

Pupils with special educational needs and/or disabilities (SEND) are supported through:

- adapted resources and activities;
- additional explanation and modelling;
- visual resources and communication aids;
- pre-teaching and repetition of key vocabulary;
- structured discussions;
- alternative ways of recording learning;
- individual or small-group support where appropriate.

PSHE education is not withdrawn from pupils with SEND. We recognise that personal development, emotional wellbeing, independence and safety skills are particularly important areas of learning for children who may require additional support.

Teachers use information from pupils' individual support plans, Education Health Care Plans (EHCPs) and pastoral records to ensure PSHE learning is appropriate and meaningful.

Where pupils require additional support with emotional regulation, relationships or wellbeing, support may be provided through:

- ELSA (Emotional Literacy Support Assistant) sessions;
- Family Support Worker involvement;
- individual support.

Inclusion and diversity

Our PSHE curriculum reflects the diverse society in which children live. Pupils are taught to recognise, respect and celebrate differences between people.

Through PSHE education, pupils develop an understanding of:

- different family structures;
- similarities and differences between individuals;
- equality and fairness;
- respectful language and behaviour;
- challenging stereotypes and discrimination.

Mawsley School PSHE curriculum explicitly teaches respect for protected characteristics (Equality Act 2010). Relationships teaching will include reference to different types of families and will reflect LGBT+ relationships in an age-appropriate manner, consistent with statutory guidance and school values. Teaching will challenge stereotypes and promote respect for all family types represented in society.

Resources are selected carefully to ensure that children see a wide range of people and experiences represented positively.

We recognise that children may come from a variety of family backgrounds and experiences. Our teaching aims to ensure that every child feels valued, respected and included.

8. Parental involvement, consultation and withdrawal from PSHE education

At Mawsley Community Primary School, we recognise that parents and carers are children's first educators and we value the important role families play in supporting children's personal development.

We are committed to working in partnership with parents and carers to ensure that they understand the purpose and content of our PSHE curriculum.

Where the school seeks to cover any additional sex education beyond the statutory Relationships and Health content, parents will be informed in writing at least two weeks in advance with an outline of content and learning outcomes. Requests for withdrawal from non-statutory elements must be made in writing to the Headteacher at least one week before the planned lessons. The Headteacher will meet with the parent(s) within five school days of receipt to discuss the request and propose alternative provision. Where withdrawal is agreed, the school will provide appropriate, supervised alternative activities that are purposeful and meet safeguarding standards.

Information about PSHE education is shared through:

- the school website;
- curriculum information;
- parent communications;
- opportunities to view relevant resources;
- discussions with school staff.

The school welcomes opportunities to discuss the content and approach to PSHE education to ensure that parents understand how learning supports children's health, wellbeing, safety and personal development.

Parental rights and withdrawal

PSHE education includes both statutory and non-statutory elements.

Parents do not have the right to withdraw their child from statutory aspects of the curriculum, including statutory Health Education and Relationships Education.

Where PSHE content includes non-statutory elements, parents will be informed about the nature and purpose of the learning and the school will work with families to address any concerns.

Requests for withdrawal from any aspect of PSHE education should be made in writing to the Headteacher.

Before agreeing to any withdrawal request, the Headteacher will discuss the request with parents to:

- ensure their concerns are understood;
- explain the educational purpose of the learning;
- clarify what pupils will be taught;
- discuss the potential impact of withdrawal.

The school recognises that children benefit from receiving consistent, accurate and age-appropriate information from trusted adults. Therefore, discussions with parents will aim to support understanding of the value of PSHE education and the role it plays in safeguarding and personal development.

Where a child is withdrawn from an agreed element of learning, the school will ensure appropriate supervision and purposeful alternative activities are provided.

9. Dissemination of the Policy

This policy is available to parents, carers, staff, governors and other members of the school community through the school website.

The school recognises the importance of transparency and ensuring that families understand the purpose and content of PSHE education. A copy of the policy is available upon request from the school office.

Where required, the policy can be made available in alternative formats or languages to support accessibility for all members of the school community.

Parents and carers are encouraged to contact the school if they require further information about the PSHE curriculum or wish to discuss any aspect of provision.

The PSHE lead will present an annual report to the governing body covering statutory coverage, adaptations for SEND, parent engagement, monitoring outcomes and training needs. Resources and lesson outlines for statutory units will be published on the school website (or available on request) so parents can review content in advance.

The policy and curriculum materials can be provided in alternative formats or community languages on request. The school will make reasonable adjustments to support parental understanding such as translated summaries or face-to-face briefings.

10. Policy Review and Development Plan

This policy will be reviewed every three years, or sooner if there are significant changes to statutory guidance, curriculum requirements or school priorities.

The next planned review date is:

September 2028

The review process will involve consultation with:

- the Headteacher and Senior Leadership Team;
- the PSHE subject lead;
- teaching staff;
- governors;
- pupils;
- parents and carers where appropriate.

The purpose of the review will be to evaluate:

- the effectiveness of PSHE curriculum coverage;
- how well pupils are developing knowledge, skills and confidence;
- whether the curriculum continues to meet statutory requirements;
- whether resources remain appropriate and inclusive;
- staff confidence and training needs;
- pupil and parent feedback;
- the impact of PSHE education on pupils' personal development and wellbeing.

As part of ongoing subject development, the PSHE subject lead will:

- monitor national developments and updates to statutory guidance;
- review curriculum resources and adapt provision where necessary;
- ensure progression of knowledge and skills from EYFS to Year 6;
- identify opportunities to strengthen links between PSHE and safeguarding;
- promote pupil voice within curriculum development;
- ensure that PSHE continues to reflect the needs of the Mawsley Community Primary School community.

The school is committed to ensuring that PSHE education remains a high-quality, relevant and responsive part of the curriculum.

11. Sources of Further Information

This policy has been developed with reference to the following guidance and resources:

Statutory Guidance

Department for Education (DfE)

Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers and local authorities
(Updated guidance effective from September 2026)

Department for Education (DfE)

Keeping Children Safe in Education (2025)

Department for Education (DfE)

National Curriculum in England: Framework Document

Equality Act 2010**Education Act 2002****Academies Act 2010**

Professional Guidance and Support Materials**Kapow Primary PSHE Curriculum**

Kapow Primary provides the structured curriculum framework used at Mawsley Community Primary School to support the teaching of PSHE education from Early Years Foundation Stage through to Year 6.

Kapow Primary supports schools in delivering a progressive PSHE curriculum through:

- clearly sequenced lessons;
- age-appropriate learning outcomes;
- curriculum progression;
- teacher guidance;
- assessment opportunities;
- inclusive and representative resources.

The curriculum supports pupils in developing knowledge and skills relating to:

- relationships;
- health and wellbeing;
- safety;
- citizenship;

- economic wellbeing;
 - identity and respect.
-