

KINGSWAY COMMUNITY TRUST

RSE & PSHE POLICY

January 2026

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Date: January 2026

Review date: Spring 2031

1. Policy Statement / Context / Rationale

This policy sets out how the school delivers high-quality PSHE Education, including statutory Relationships Education and any non-statutory Sex Education that may be taught. Its purpose is to help pupils become healthy, safe, independent and responsible members of society.

The policy has been developed with contributions from staff, governors, parents/carers and pupils. It reflects statutory expectations, local needs and best-practice guidance, including the *DfE Relationships, Sex and Health Education Guidance (2025/2026)*, and advice from the PSHE Association and the Sex Education Forum.

2. Key Members of Staff

- The Executive Headteacher holds overall responsibility for ensuring statutory compliance.
- The PSHE Lead oversees curriculum planning, staff support, and the quality of provision.
- The Designated Safeguarding Lead ensures that all work aligns with safeguarding procedures
- The Mental Health Lead connects curriculum content with wider wellbeing priorities.
- The SENDCo ensures that teaching is accessible to pupils with additional needs
- Class teachers deliver the curriculum on a day-to-day basis.

3. School Setting

The curriculum is designed with the diverse needs of our school community in mind. This includes pupils with SEND, pupils with English as an Additional Language, those eligible for the Pupil Premium, Looked After Children, and pupils from a wide range of cultural, faith and ethnic backgrounds. Contextual safeguarding concerns relevant to our locality also inform curriculum planning.

4. Aims, Objectives and Intended Outcomes

Through this policy, our school aims to:

- Ensure compliance with statutory Relationships and Health Education.
- Deliver an inclusive PSHE/RSE curriculum that fosters respect, kindness and equality.
- Equip pupils with the knowledge, language and confidence to build healthy relationships and keep themselves safe.
- Prepare pupils for life in modern Britain by teaching rights, responsibilities and digital literacy.
- Promote emotional literacy, resilience and positive mental health.
- Embed the school's values within all aspects of PSHE and RSHE

By the end of primary school, pupils will be able to:

- Form positive relationships and understand consent in age-appropriate ways.
- Recognise risks (online/offline) and know how to seek help.
- Understand physical and emotional changes associated with growing up.

- Respect equality and diversity.
- Make informed, safe choices regarding their health and wellbeing.

5. Curriculum Content

The curriculum is organised into three broad areas: Health and Wellbeing, Relationships Education and Living in the Wider World.

- **Health and Wellbeing** includes mental health, emotional wellbeing, healthy lifestyles, personal safety and online safety, along with the statutory teaching about puberty provided through science.
- **Relationships Education** includes topics such as families, friendships, respect, digital interactions and personal boundaries.
- **Living in the Wider World** supports pupils' understanding of diversity, economic wellbeing, citizenship and the role they play in their community.

Any sex education taught beyond the science curriculum will be non-statutory, age-appropriate and clearly communicated to parents in advance.

Our PSHE and RSE curriculum supports pupils to develop emotional literacy and resilience, including helping them understand and manage feelings linked to grief, loss, and bereavement. Teaching is delivered in an age-appropriate and compassionate way, ensuring that children learn that such experiences are a natural part of life and that a range of emotions may accompany them. Pupils are encouraged to talk about their feelings, seek support from trusted adults, and recognise healthy ways of coping during difficult times. The school is committed to creating a safe, nurturing environment where individual needs are recognised, where pastoral support is readily available, and where children feel reassured that they are not alone when facing challenging life events.

Our PSHE and RSE curriculum teaches pupils how to stay safe online by helping them recognise, understand, and respond appropriately to potential online risks. This includes learning that they may come across inappropriate content, such as naked images or other online sexual material, and knowing that they should never engage with or share such content. Pupils are taught, in an age-appropriate and sensitive manner, how to seek help from a trusted adult if they see anything online that makes them feel worried, upset, or confused. The school works proactively with parents and carers to promote safe and responsible online behaviour, ensuring that children are supported to navigate digital environments with confidence and care.

Mandatory Use of Correct Terminology

To support safeguarding, bodily autonomy, and pupils' ability to report concerns accurately, the school teaches the correct anatomical terminology for all body parts, including genitalia, from an early, developmentally appropriate stage. This includes the terms: vulva, vagina, clitoris, penis, testicles, anus, nipples, and breasts. These terms are taught using a factual, neutral tone and revisited regularly to ensure secure understanding. Euphemisms are avoided, as they can create safeguarding barriers or confusion.

6. Equality of Opportunity

In line with the *Equality Act 2010*, all teaching is designed to be inclusive and accessible. Lessons provide representation of different families, including LGBTQ+ families, and are taught in a way that respects cultural and religious beliefs while still delivering statutory content. Teachers adapt materials and approaches to ensure all pupils can participate meaningfully.

7. Safeguarding, Confidentiality and Disclosures

All staff follow the school's safeguarding policy. While pupils are encouraged to speak openly with trusted adults, staff cannot offer absolute confidentiality and will explain this if sensitive issues arise. Any concerns are shared immediately with the DSL. External visitors must also adhere to the school's safeguarding expectations. Staff handle sensitive questions with care and follow agreed procedures.

8. Use of External Visitors

Visitors may be used to enrich the curriculum, but they do not replace the role of the teacher. All visitors must be briefed on the aims of their session, use age-appropriate and approved materials, follow safeguarding procedures and comply with visitor and DBS requirements.

9. Staff Training

Staff receive regular training on the statutory RSHE guidance, safeguarding procedures, inclusive practice, trauma-informed approaches, puberty education and ways to manage sensitive questions. The PSHE Lead provides ongoing guidance and ensures staff are kept up to date with curriculum developments.

10. Involving Parents and Carers

The school works in partnership with parents, who are consulted during policy development and review cycles. The policy is published on the school website, and parents are able to access curriculum plans or teaching materials on request. Workshops and information sessions help families understand the content being delivered. Parents are also informed of their right to withdraw their child from non-statutory sex education.

11. Pupil Voice

Pupils contribute to curriculum development through class discussions, surveys, school council contributions and feedback activities. Their views help ensure that teaching is relevant and appropriate.

12. Links to Other Policies

This policy should be read alongside the school's Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, SEND Policy, Science Curriculum, Curriculum Policy, and Equality and Diversity Policy.

13. Policy Dissemination

The policy is shared via the school website, staff induction materials, parent communications and governor meetings.

14. Right to Withdraw (Sex Education Only)

Parents may withdraw their child from non-statutory sex education up to three terms before the child turns 16. They cannot withdraw from Relationships Education, Health Education or statutory Science content. Requests must be made in writing to the Executive Headteacher and will be discussed sensitively. Children may request to opt back in when they reach the age at which they can make this decision themselves.

15. Monitoring, Evaluation and Review

The quality of PSHE and RSHE is monitored through lesson observations, review of planning and pupils' work, pupil feedback, staff reflections and evaluation of external sessions. Governors also provide oversight.

Document Control	
Title	RSE & PSHE Policy
Date	January 2026
Supersedes	September 2020, June 2022
Amendments	Amalgamation of RSE & PSHE Policies
Related Policies/Guidance	Updated from DfE Relationships and sex education (RSE) and health education July 2025 Trust policies: • Safeguarding and Child Protection Policy • Behaviour & Anti-Bullying Policy • Online Safety Policy • SEND Policy • Science Curriculum • Curriculum Policy • Equality and Diversity Policy
Review	5 years
Date adopted by Trust Board	24 March 2026