Cobbs Brow Primary School

PSHE and RSE Policy

September 2026

Statement of Intent

At Cobbs Brow Primary School, personal, social and health education (PSHE) and Relationships and Sex Education (RSE) enable our children to become healthy, independent and responsible members of society and prepares them for life in modern day Britain. It aims to help them understand how they are developing personally and socially, and tackles many of the issues that they may experience growing up. We provide our children with opportunities to learn about rights and responsibilities within UK Law and appreciate what it means for them to be a member of a diverse society. Our children are encouraged to develop their self-confidence and awareness by playing a positive role in contributing to school life and the wider community.

At Cobbs Brow we use the Kapow Primary mixed-age scheme of work to deliver PSHE and RSE via timetabled lessons each week.

Aims

- Kapow Primary's RSE & PSHE scheme of work aims to help pupils develop the knowledge, skills and attributes they need to lead confident, healthy and fulfilling lives. The intention is for pupils to understand themselves and others, form positive relationships and make informed choices that support their wellbeing and the wellbeing of those around them.
- The scheme encourages pupils to think with empathy, integrity and self-awareness, recognising how their actions and attitudes contribute to their communities. It supports them in developing respect for diversity, managing change and understanding their rights and responsibilities as citizens.
- Kapow Primary's RSE & PSHE curriculum is designed to build a strong foundation for safeguarding, preparing pupils to navigate an increasingly complex world with confidence and care. Lessons promote emotional literacy, resilience and a sense of personal agency, helping pupils to approach life's challenges with maturity and compassion.
- The scheme supports teachers by providing clear guidance, structured progression and engaging resources, enabling them to deliver sensitive topics with confidence. The curriculum is both accessible and ambitious, ensuring all pupils can participate fully and achieve their potential as kind, thoughtful and responsible individuals.
- Provide a safe, inclusive and supportive learning environment where pupils can develop the knowledge, skills and attributes needed for healthy, safe and successful lives.
- Deliver statutory Relationships Education and Health Education in line with Department for Education guidance.
- Support pupils to develop positive relationships, emotional literacy, resilience and respect for diversity.
- Ensure progression across mixed-age classes through Kapow Primary's two-year rolling programme.

Statutory Requirements

Kapow Primary's RSE & PSHE curriculum fulfils the statutory requirements set out in the Department of Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance. The statutory guidance was updated in July 2025 for implementation from 1 September 2026.

Although PSHE is non-statutory, the National curriculum states that all schools should provide personal, social, health and economic education.

Parents/carers have the right to request withdrawal from non-statutory sex education components where applicable.

The governing body will ensure that the policy is reviewed regularly and implemented effectively.

Citizenship

Kapow Primary's RSE & PSHE curriculum also reflects the Department for Education's non-statutory Citizenship and PSHE framework for Key stages 1 and 2.

Although schools are not required to follow this programme, it is designed to support a broad and balanced curriculum by outlining the knowledge, skills and understanding that pupils should develop. This includes:

- Building confidence, resilience and responsibility.
- Preparing to play an active role as citizens.
- Understanding how to lead a healthy and safe lifestyle.
- Developing positive relationships and respecting differences.

The framework also emphasises the importance of giving pupils real opportunities to take responsibility, make choices, participate in decision-making and prepare for change.

Lessons highlight how caring for the planet connects to caring for others, encouraging empathy, activism and a shared sense of global citizenship and develop pupils understanding of sustainability.

PSHE Association

Kapow Primary's RSE & PSHE curriculum covers the full range of areas set out in the PSHE Association's Programme of Study, which the DfE recommends as best practice.

The programme provides a comprehensive framework for teaching PSHE, covering economic wellbeing, careers education, diversity, community and personal safety, extending learning beyond the statutory core.

Kapow Primary offers full coverage of the programme as well as a clear progression of knowledge and skills. This progression goes further than the Programme of Study by making explicit how learning develops over time using a spiral curriculum.

Kapow Primary's RSE & PSHE curriculum ensures that pupils gain the essential knowledge, skills and attributes to thrive as individuals, family members and citizens.

Education for a Connected World

When taught in conjunction with Kapow Primary's Computing scheme also implemented at Cobbs Brow, Kapow Primary's RSE & PSHE lessons also cover the Government's Education for a connected world framework.

This ensures pupils develop the knowledge and skills to navigate the digital world safely and responsibly, including online relationships, reputation, bullying and managing information.

Digital literacy

Kapow Primary's RSE & PSHE scheme embeds digital awareness and online safety across relevant units.

Pupils learn how to build positive online relationships, protect their privacy, recognise misinformation and manage their wellbeing when using technology. This prepares them to navigate the digital world confidently and safely.

Early Years Foundation Stage (EYFS)

'Personal, social and emotional development' is one of the three key areas in the Statutory framework for the Early Year's Foundation Stage. Alongside 'Communication and Language' and 'Physical Development', it lays the foundations for children's future learning and wellbeing.

Kapow Primary's EYFS (Reception) units are mapped to the Early Learning Goals for self-regulation, managing self and building relationships, with reference to the Development Matters guidance. This ensures that children:

- Learn to understand and manage their feelings.
- Build positive relationships with adults and peers.
- Develop independence, resilience and healthy routines.

Kapow Primary's EYFS (Reception) lessons are carefully sequenced to support these outcomes, introducing themes such as feelings, family and friends, wellbeing and special relationships. This approach creates a strong foundation for transition into KS1 and beyond.

Key themes and skills introduced in EYFS (Reception) are revisited and developed further in KS1, ensuring continuity and progression. This transition is aided by the continuity of learning created by the key areas, which run from EYFS (Reception) to Year 6. Subject

leaders can pinpoint how knowledge develops in Reception and how this creates the foundation for learning in KS1.

Lessons build on curiosity, exploration and discussion, which are central to EYFS learning. As pupils move into Year 1, more structured activities are gradually introduced. In KS1, oracy, questioning and storytelling help pupils transition from informal to more formal subject-based learning.

The scheme supports the progressive development of skills, such as observation, reasoning and problem-solving, which are introduced in EYFS and strengthened in KS1. Adaptive teaching strategies ensure all learners are supported as they transition to formal learning approaches. It encourages independence and confidence, supporting pupils as they adapt to the expectations of KS1 learning.

The scheme aligns with EYFS Early Learning Goals, making links with Communication and Language, Understanding the World and Expressive Arts to create a smooth transition.

Curriculum Organisation

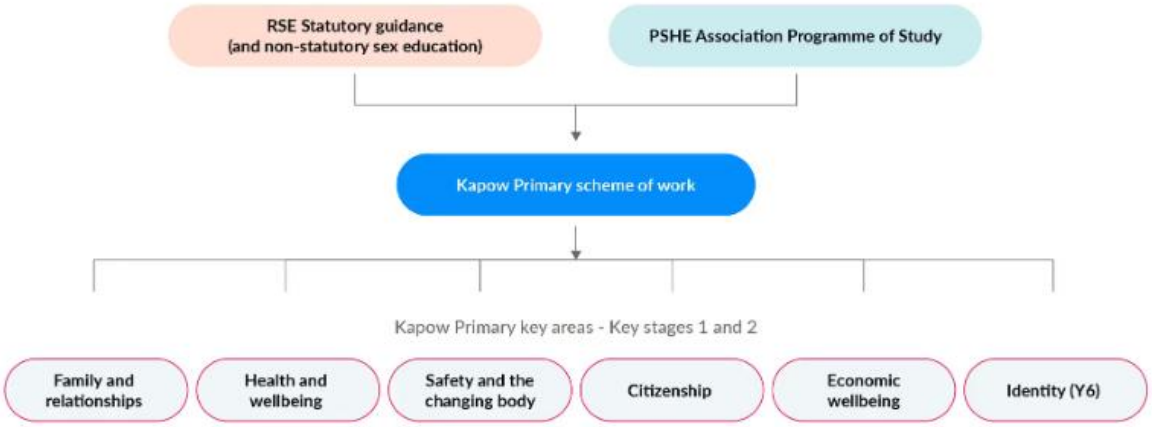
RSE & PSHE is guided by the DfE's statutory guidance for Relationships Education and Health Education (2019) and informed by key non-statutory frameworks, including the PSHE Association Programme of Study and the DfE's non-statutory Citizenship curriculum.

Kapow Primary's RSE & PSHE curriculum is structured around five key areas:

- Family and relationships.
- Health and wellbeing.
- Safety and the changing body.
- Citizenship.
- Economic wellbeing.

These key areas are revisited through each year group, ensuring clear progression, coherence and balance. In Year 6, pupils also explore an additional key area, Identity, to support their transition to secondary school.

Teaching is organised through a two-year rolling cycle (Cycle A and Cycle B) to ensure full curriculum coverage and progression.



Progression

The RSE & PSHE: Progression of skills and knowledge document provides an overview of the skills and knowledge covered in each phase and key area. It explains how RSE & PSHE skills and knowledge are developed to support pupils in reaching the key stage outcomes.

Learning builds progressively across five key areas: Family and relationships, Health and wellbeing, Safety and the changing body, Citizenship and Economic wellbeing, with an additional focus on Identity in Year 6.

Key concepts and knowledge are revisited with increasing depth and maturity, enabling pupils to consolidate prior learning and develop the confidence, understanding and personal attributes they need by the end of each phase

Spiral Curriculum

Kapow Primary's RSE & PSHE curriculum has been designed as a spiral curriculum with the following key principles in mind:



- Cyclical – pupils revisit the five key areas of RSE & PSHE throughout their time in primary school.
- Increasing depth – each time a key area is revisited, it is explored with greater maturity and complexity.
- Prior knowledge – pupils build on what they have already learned, making connections rather than starting again.

Types of Knowledge

Drawing on insights from Ofsted's research reviews, Kapow Primary recognises that the nature of knowledge in RSE & PSHE is distinctive and cannot always be neatly categorised. Kapow Primary defines RSE & PSHE knowledge as:

- Substantive knowledge.
- Personal knowledge.
- Applied knowledge.

Substantive knowledge

Substantive knowledge refers to the core facts, concepts and statutory content that pupils are expected to know and understand.

In RSE & PSHE, this includes:

- How families and friendships work and what respectful relationships look like.
- The physical and emotional changes that occur during puberty.
- Strategies for maintaining good mental and physical health, including sleep, diet, exercise and managing emotions.
- Safety knowledge, including first aid, online safety and the risks of substances.
- The rights of children and the responsibilities of citizens.

Personal Knowledge

Personal knowledge refers to pupils' growing awareness of themselves, their feelings, values and identities.

It develops as pupils learn to recognise and name their emotions, understand personal boundaries and reflect on how their experiences shape who they are.

Applied Knowledge

RSE & PSHE are not academic disciplines in the traditional sense, so 'disciplinary knowledge' does not refer to subject-specific enquiry methods.

Instead, it describes how pupils apply what they know in real contexts. It is the ability to use substantive knowledge to make decisions, form judgements and develop personal attributes. In practice, this includes:

- Resolving conflict.
- Making healthy lifestyle choices
- Evaluating online content.
- Questioning stereotypes.
- Contributing to group discussions.
- Considering financial decisions.

Pupils consider different viewpoints, challenge stereotypes and evaluate the reliability of information they encounter in everyday life which in turn develops their critical thinking. This helps them to question assumptions, make informed choices and form balanced, respectful opinions about relationships, health and the wider world.

Oracy

Lessons encourage discussion, explanation and collaborative problem-solving, allowing pupils to articulate their thinking, justify decisions and reflect on their digital creations. Pupils use oracy to enhance their learning by thinking aloud, questioning processes and discussing solutions. They develop essential skills such as using subject-specific vocabulary, explaining their reasoning clearly and listening to and building on the ideas of others.

SMSC

The scheme supports Spiritual, Moral, Social and Cultural (SMSC) development by encouraging pupils to:

- Explore different perspectives.
- Reflect on ethical issues.
- Collaborate with others.
- Appreciate cultural diversity through subject-specific content.

British values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

Cultural capital

Kapow Primary's RSE & PSHE curriculum enriches pupils' cultural capital by connecting personal development with wider social and ethical understanding.

Through discussion of rights, responsibilities and global citizenship, pupils gain the awareness and skills to contribute thoughtfully to their communities and make responsible, informed choices throughout their lives.

Inclusion and diversity

Kapow Primary's RSE & PSHE scheme has been designed to represent a range of cultures and races.

The scheme's visual representation is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.

Within sensitive units, questions have been included to support children's lived experiences and backgrounds.

Resources and case studies are carefully considered to encourage the pupils to think about their role in society and to respect the many ways in which people's lives have been influenced.

Inclusion and SEND

The Kapow Primary RSE & PSHE scheme of work is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. As such, Kapow Primary RSE & PSHE lessons include a range of strategies to support and challenge every pupil, such as:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning. In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Implementation

Mixed-Age Teaching Principles

Teachers will adapt learning appropriately for the age, maturity and needs of all pupils in mixed-age classes.

Vocabulary, resources and discussion tasks may be differentiated to ensure content remains age-appropriate. Sensitive content may occasionally be taught separately to specific year groups where appropriate.

Teachers will use Kapow progression documents and mixed-age long-term plans to avoid unnecessary repetition and ensure progression.

Long Term Plan – Mixed Age Teaching

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1/2	Y1 Introduction: Setting ground rules for RSE & PSHE	Y1/2 (A): Families and relationships	Y1/2 (A): Health and wellbeing	Y1/2 (A): Safety and the changing body	Y1/2 (A): Citizenship	Y1/2 (A): Economic wellbeing	Y1/2 (A): Transition
Year 3/4	Introduction: Setting ground rules for RSE & PSHE lessons	Y3/4 (A): Families and relationships	Y3/4 (A): Health and wellbeing	Y3/4 (A): Safety and the changing body	Y3/4 (A): Citizenship	Y3/4 (A): Economic wellbeing	Y3/4 (A): Transition
Year 5/6	Introduction: Setting ground rules for RSE & PSHE lessons	Y5/6 (A): Families and relationships	Y5/6 (A): Health and wellbeing	Y5/6 (A): Safety and the changing body	Y5/6 (A): Citizenship	Y5/6 (A): Economic wellbeing	Y5/6 (A): Transition

	Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1/2	Y2 Introduction: Setting ground rules for RSE & PSHE lessons	Y1/2 (B): Families and relationships	Y1/2 (B): Health and wellbeing	Y1/2 (B): Safety and the changing body	Y1/2 (B): Citizenship	Y1/2 (B): Economic wellbeing	Y1/2 (B): Transition
Year 3/4	Introduction: Setting ground rules for RSE & PSHE lessons	Y3/4 (B): Families and relationships	Y3/4 (B): Health and wellbeing	Y3/4 (B): Safety and the changing body	Y3/4 (B): Citizenship	Y3/4 (B): Economic wellbeing	Y3/4 (B): Transition
Year 5/6	Introduction: Setting ground rules for RSE & PSHE lessons	Y5/6 (B): Families and relationships	Y5/6 (B): Health and wellbeing	Y5/6 (B): Safety and the changing body	Y5/6 (B): Citizenship	Y5/6 (B): Economic wellbeing	Year 5/6 (B): Transition

Ask me anything...

Teaching and Learning

At the start of each academic year each class will establish a set of ground rules within their first lesson to create a safe learning environment with respectful dialogue, discussion and opportunities for reflection.

Each lesson is structured in the following way:

Recap and Recall - Each RSE & PSHE lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning. Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

Attention Grabber - A short, engaging activity designed to hook pupils into the new learning in the lesson. This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Main Event - The core part of the lesson, where pupils engage in activities that develop their understanding of the learning objective. This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping Up - A final reflective activity that consolidates learning. This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.



Teaching approaches may include circle time, collaborative learning, role play, stories, videos and scenario-based discussion and lessons are inclusive and reflect the diverse backgrounds and experiences of pupils and families.

Confidentiality and Safeguarding

Teachers cannot offer unconditional confidentiality to pupils, and any safeguarding concerns or disclosures will be managed in line with the school's safeguarding policy.

Pupils will be reminded in each lesson that personal stories and discussions should remain respectful and private.

All pupils are entitled to access the PSHE and RSE curriculum regardless of gender, ethnicity, disability, religion or sexual orientation.

Assessment

Formative assessment is embedded throughout Kapow Primary's RSE & PSHE lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly based on pupil participation, understanding and reflection.

- **Questioning** – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- **Observation** – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.
- **Discussion and peer interaction** – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- **Lesson pauses** – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- **Retrieval practice** – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.
- **Use of success criteria** – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- **Short reflections in the Wrapping up** – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Roles and Responsibilities

The PSHE/RSE subject leader will monitor curriculum coverage, staff support and policy implementation.

Teachers are responsible for delivering lessons sensitively and professionally.

Parents/carers will be informed about curriculum content and encouraged to support learning at home.

Governors will monitor the effectiveness of the policy.

Monitoring and Review

This policy will be reviewed annually by the governing body and PSHE/RSE subject leader following consultation with the school community.

Curriculum content and delivery will be evaluated through pupil voice, staff feedback and monitoring activities.

Policy updated: Sept 2026

To be reviewed: Sept 2027

Governing Body Approval:

Date: _____

Signed: _____ Chair of Governors