

# Federation of Shevington Primary Schools



Millbrook and Shevington Vale Primary School

PSHE and RHSE Policy

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## Introduction

This policy covers our school's approach to teaching personal, social and health education (PSHE) and health, relationship and sex education (HRSE).

It has been written to meet the requirements of the *Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance* (DfE, 2019), which all primary schools must follow from September 2020.

In line with statutory expectations, we:

- Provide **Relationships Education** and **Health Education** for all pupils from Reception to Year 6.
- Provide an age-appropriate programme of **Sex Education** in Year 6, which parents may choose to withdraw their child from.
- Ensure that lessons are underpinned by respect for equality, diversity, and the protected characteristics outlined in the Equality Act 2010.
- Take account of the **faith backgrounds** of pupils, while ensuring content remains factual, inclusive, and in line with statutory requirements.
- Use evidence-based approaches (e.g. Kapow Primary resources) that build knowledge and skills progressively from Nursery through to Year 6.

## Policy Availability

Parents and carers will be informed about the policy through the school website and it is available for them to download directly.

## Policy Aims and Objectives

This policy aims to outline how and why we teach PSHE at Millbrook and Shevington Vale Primary.

At Millbrook and Shevington Vale Primary School we believe in lifelong learning, and in the idea that both adults and children learn new things every day. We are committed to pursuing excellence and encouraging every individual. Our learning environment and ethos promotes respect and responsibility, ensuring that all children feel happy, safe, cared for and therefore ready to learn. We value the role of parents and the community in learning and actively encourage their involvement. We are dedicated to providing excellent and enjoyable teaching through our Blueprint Curriculum.

We believe that PSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop

their sense of self-worth, teach them how society is organised and governed and ensure that children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

## Our aims for PSHE (including HRSE) are to:

- To provide exciting, enjoyable learning that opens doors to knowledge and skills, the world, health and creativity.
- To show respect for all cultures and in doing so, promote positive attitudes towards other people.
- To enable children to understand their community and help them feel valued as part of this community.
- To help children grow into reliable, independent and positive citizens.
- To enable children to become confident, resourceful, enquiring and independent learners.
- To foster children's self-esteem and help them build positive relationships with other people.
- To develop children's self-respect and encourage children to respect the ideas, attitudes, values and feelings of others.
- Develop positive attitudes and values, which are accepting of differences with regard to sexual orientation or views
- Deliver a planned programme of PSHE and HRSE from Reception to Year 6 to enable children to understand and value their bodies as well as develop positive attitudes and values towards sexuality
- To encourage children to think about the religious and cultural attitudes around sex and relationships
- To equip them with the knowledge and skills to be able to keep themselves safe and protect themselves from harm and abuse
- To enable children to understand how and where they may get help and advice
- To understand the reproductive process in humans and animals, using the correct vocabulary for body parts alongside their own terminology.

## Creating a Safe and Supportive Learning Environment

At Millbrook and Shevington Vale Primary School, we will create a safe and supportive learning environment by ensuring that all classes establish clear ground rules and that all children and staff respect them, as well as our confidentiality policy. We will ensure that pupils who indicate that they may be vulnerable or at risk receive the appropriate support through the school's SENDCo, as set out in our safeguarding and child protection policies. Staff have received training on how to create a safe learning environment and how to answer tricky questions, as set out by the PSHE association.

## Entitlement and Equality of Opportunity

We promote the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance. We do this by ensuring that our curriculum, values, and ethos are inclusive of all children, regardless of their differences.

Our teaching takes into account the age, ability, readiness, and cultural backgrounds of children to ensure that they can fully access the PSHE education provision. We promote diversity and inclusion, and consider all pupils' needs by taking into account the children's backgrounds, local community needs, and the wider community.

Through teaching children about PSHE and values, we expect our pupils to consider others' needs by being understanding, considerate, respectful, and tolerant. We teach PSHE to all children, regardless of their ability.

Our teachers provide learning opportunities matched to the individual needs of children with special educational needs (SEND). Interventions, such as Lego Therapy/Nurture group or 1:1 support, will take place through a group intervention plan.

## The objectives of PSHE are to enable the children to:

- be independent and responsible members of a community, such as school
- be positive and active members of a democratic society
- develop good relationships with other members of the community.
- know and understand what constitutes a healthy lifestyle
- be aware of safety issues

- understand what makes for good relationships with others
- have respect for others
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues

## Learning and Teaching - Principles and Methodology

The PSHE & RSE curriculum is implemented through a well-structured, progressive programme that combines the comprehensive sequencing of Kapow with the responsive and safeguarding-focused resources from Pol-Ed. Lessons are delivered regularly and explicitly.

Kapow provides clear lesson plans, knowledge organisers and progression documents, enabling teachers to deliver content with consistency and confidence. Key concepts are revisited and built upon over time, supporting pupils to retain knowledge and deepen their understanding. The curriculum ensures full coverage of statutory requirements, including Relationships Education and Health Education.

Pol-Ed is used to enhance the curriculum by providing real-life, contextual safeguarding scenarios. These materials are used alongside Kapow units to ensure that learning is both proactive and responsive to emerging issues. This enables staff to address local and national concerns, such as online safety, exploitation, and personal safety, in a timely and relevant way.

Teaching is adapted to meet the needs of all learners. Teachers use discussion, role-play and scenario-based learning to encourage pupil voice and deepen understanding. A safe and supportive classroom environment is prioritized, allowing pupils to ask questions and explore sensitive topics with confidence. Ground rules and safeguarding protocols are embedded in all lessons.

We will make links to other areas of the curriculum by teaching some topics in a cross-curricular way. We also reinforce PSHE through assemblies, wider curriculum links and whole-school events, ensuring that key messages are consistently embedded across school.

## The Foundation Stage

Children within the Early Years Foundation Stage (EYFS) are supported to manage their emotions and develop a positive sense of self. Teachers use a range of resources, including the One Decision materials, to teach engaging and relevant sessions to their youngest pupils. Children in this phase should also be encouraged to set themselves simple goals and have confidence in their own abilities.

Teachers also help children to understand how to look after their bodies, including healthy eating, and manage their personal needs independently. Through supported interaction with other children, they learn how to make good friendships, cooperate, and resolve conflicts peacefully. We hope that these important life lessons will help children to achieve at school and in later life.

## Assessment

Assessment is ongoing and primarily formative. Teachers use questioning, discussions and reflection activities to check understanding and address misconceptions. Retrieval practice is used to help pupils remember key knowledge, particularly around safety and wellbeing. Work is evidenced in class floorbooks.

At Millbrook and Shevington Vale Primary School, we believe that all pupils should have the opportunity to share their opinions. We do this in a number of ways:

- The curriculum allows opportunities for pupils to develop skills, knowledge, and take part in discussions and debates.
- The subject leader finds out pupils' opinions about the teaching of PSHE and the content covered through interviewing selected pupils during lesson observations.
- The subject leader acts upon the comments and suggestions of pupils wherever possible.

## Teaching Responsibility and Staff Training

PSHE at Millbrook is led by Miss L Power (PSHE subject leader) and Shevington Vale is led by Miss S Fletcher (PSHE subject leader) and is taught by teachers and HLTAs. Staff are regularly provided with updates with regard to the curriculum, assessment, and subject knowledge. On some occasions, children may have the opportunity to hear visiting speakers, such as health workers, police officers, and firefighters, whom we invite into the school to talk about their role. When using external speakers to deliver aspects of our PSHE programme, this will be under the direction of the class teacher. The teacher will be present for this and will ensure that the school's PSHE and safeguarding policies are followed.

## Confidentiality and Handling Disclosures

Each class will set ground rules at the start of the lesson which have been agreed previously by the class and teacher. We will ensure confidentiality by making it clear to the children

that there are some things which we cannot offer complete confidentiality about, such as if they or someone else is being harmed. If a child makes a disclosure, the member of staff will follow the guidelines in school 'What to do if you think a child is being abused'. All staff are aware of and have read part one of 'Keeping Children Safe in Education'.

## Responding to Pupils' Questions

If a pupil asks a question, wherever possible, it will be answered openly and honestly. However, there may be occasions when a sensitive subject area is broached, in which case a teacher may offer a different response.

- Sometimes teachers may ask pupils to place their questions in a question box so that they can prepare their answer before responding. They may say, "I'm not going to answer that now, but I will get it answered for you. Write it down and put it in the basket." The teacher will then phone home to speak to the parents and ask if they would like to answer the question, if they would like the school to answer it, or if the school and home should answer it together.
- On some (rare) occasions, a teacher might refuse to answer a question. However, if this happens, they should give the pupil information about who might be able to answer the question.
- It is important to recognise that children often do not want a detailed answer. If they receive a simple answer, they may ask a supplementary question, but often do not. It is better that they get an honest answer from a teacher rather than a confused answer from a pupil in the playground.
- Where the teacher believes that the pupil may be at risk, appropriate safeguarding steps should be taken.

## Dealing with Sensitive Issues

The staff will aim to be non-judgemental in their approach to the teaching of this subject. Staff may be aware of the individual children's situations and be sensitive to them, for example, open a statement with "the people in your home". We will not present stereotypical views of a family when teaching Growing and Changing Education. There should be a common language for Relationship and Sex Education so that children are not embarrassed by or exposed to inappropriate language. Teachers will use correct biological terminology for parts of the body from reception upwards. This is consistent with the recommendations for the teaching of Science.

The following words may be used during SRE and Science Lessons as appropriate:

- KS1 Penis, testicles, vagina, breasts, private parts
- KS2 puberty, menstruation, semen, wet dreams, pubic hair, ovaries, fallopian tubes, womb, uterus, cervix, vagina, foreskin, penis, urethra, epididymis, testicles, scrotum, sperm, eggs, conceive, IVF, embryo,

## Involving Parents and Carers

PSHE is strongest when there is communication and collaboration between school and home. We are committed to working with parents and carers. We will communicate with parents through See-Saw and ParentMail . We encourage parents to share their views on our curriculum and policies through consultation.

## HRSE (Health, Relationship, and Sex Education)

Our children learn about sex and relationships from a very young age, even if adults don't speak to them directly about it. Some of the things they learn are incorrect, confusing and frightening. In a world where sex is used to sell things from food to fast cars, and celebrities' lives become everyone's business, we should talk to our children to help them make sense of it all.

As well as this, in the UK we have some of the highest rates of teenage pregnancy in Western Europe. We also have high rates of sexually transmitted infections (STIs). Effective SRE does not encourage early sexual experimentation. Instead it enables young people to mature, to build up their confidence and self-esteem and to understand the reasons for delaying sexual activity until they are ready.

Parents and carers are the key people for their child's learning about sex and relationships and schools should always work in partnership with home. Parents and carers need to know that the school's SRE programme will complement their role and support them in the education of their child regarding sex and relationships. Millbrook and Shevington Vale Primary School will ensure that parents and carers views are heard and that taught SRE is culturally appropriate and inclusive of all of our children.

Millbrook and Shevington Vale has a zero tolerance stance on homophobic, biphobic and transphobic language and will deal with the use of such language and bullying on a par with sexist, racist and disablist language.

Parents are aware of the knowledge, skills and attitudes being taught in HRSE. This information is shared in:

- A specific letter in all years sent out prior to teaching

- See-Saw Updates
- Parents Evening

*Our relationship and sex education units can be seen in Appendix on the school website*

Parents **do not** have the right to withdraw their child from any part of health and relationship education. This includes information about puberty in our changing adolescent body unit of work in Year 5.

Parents **do** have the right to withdraw their child from sex education (our year 6 unit of work). Parents/carers can withdraw their child from any sex education. If a child is withdrawn, it is our responsibility as a school to ensure the pupil/student receives appropriate, purposeful education during the period of withdrawal.'

Parents can withdraw their child from sex education by contacting The Headteacher by phone or by email or via the school office. Parents must be made aware that information shared in sex education lessons is done sensitively and using child appropriate resources. If children do not take part in these lessons they can often hear incorrect or inaccurate information from their peers or from other sources (e.g. older siblings, internet etc...)

All objectives and resources covered can be found on the school website under Curriculum.