

Hormead CE (VA) First & Nursery School



RSE and PSHE Policy

"I have come that they may have life, and have it to the full." John 10:10

Last updated	Feb 2025
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Reviewed and Agreed by Staff and Curriculum Governors Committee meeting	Spring 2025
Next Review Due	Summer 2028
Headteacher	Mrs Lynda Cowler
Chair of Governors	Mr Michael Johnson

This policy has been written and adapted in accordance with our School Vision

School Vision

A natural home for all children and adults to have the opportunity to flourish within the community, in a unique and happy school rooted in Christian values.

1. Vision and Ethos

At Hormead School, we believe that every child is uniquely valued and loved, with the opportunity to flourish within a nurturing community rooted in Christian values. Our approach to RSE (Relationships and Sex Education) and PSHE (Personal, Social, Health, and Economic Education) is guided by our vision statement:

“A natural home for all children and adults to have the opportunity to flourish within the community, in a unique and happy school rooted in Christian values,”

Theologically underpinned by John 10:10:

“I have come that they may have life, and have it to the full.”

This vision, along with our school strapline—*“Love of learning, love of life itself, and love of God”*—shapes everything we do. Our RSE and PSHE curriculum aims to equip children with the knowledge, skills, and attitudes to thrive as confident individuals who respect themselves and others, make informed choices, and contribute positively to society.

2. Intent

Our RSE and PSHE curriculum is designed to support every child in living life to its fullest. Using the Kapow Primary scheme of work, we aim to:

- Help children develop the knowledge, skills, and attitudes needed to navigate the complexities of life in the 21st century.
- Teach children to make informed decisions about their health, relationships, and well-being.
- Promote respect, empathy, and kindness, in line with our Christian values.
- Foster a sense of belonging and responsibility within both the school and the wider community.
- Support children’s personal development, emotional resilience, and preparation for future challenges.

Our curriculum aligns with statutory guidance for Relationships and Health Education and incorporates elements from the PSHE Association Programme of Study, including Citizenship and Economic Wellbeing.

3. Implementation

We deliver our RSE and PSHE curriculum using the Kapow Primary scheme, which is structured as follows:

Early Years Foundation Stage (EYFS):

- Self-regulation
- Building relationships
- Managing self

Key Stages 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body

- Citizenship
- Economic wellbeing

The curriculum is progressive, with each area revisited and built upon as children move through the school. While sex education is not taught at Hornead School, as our provision ends in Year 4, this will be covered in Year 6 at the child's next school.

Lessons use diverse resources that promote inclusivity, challenge stereotypes, and celebrate differences, in line with the Equality Act. Real-life scenarios, role-play, and structured discussions help children explore sensitive topics safely. Differentiation ensures that all children can access learning and make progress.

Cross-curricular links are made with Computing (online safety) and Science (growing, nutrition, and healthy lifestyles), ensuring consistent messages across subjects. Class charters, developed at the start of each year, establish clear ground rules for respectful and open discussions.

We value the partnership between school and home, keeping parents informed of curriculum content via the Class Dojo app and celebrating children's learning in parent assemblies.

4. Impact

The impact of our RSE and PSHE curriculum is evident in the confidence, resilience, and compassion our children demonstrate. Using the Kapow Primary assessment tools, we measure progress through:

- **Lesson-by-lesson assessments:** Teachers evaluate whether pupils have met, exceeded, or need additional support to meet learning outcomes.
- **Unit assessments:** Each unit includes a quiz to measure progress and identify gaps in understanding.
- **Knowledge catchers:** Used at the start and end of each unit, these help children reflect on their learning and demonstrate progress.

By the end of their time at Hornead School, children will have met the statutory objectives for Relationships and Health Education and developed essential life skills, including managing friendships, building resilience, making healthy choices, and seeking help when needed. Our curriculum prepares children to flourish within both their local community and the wider world, living out our vision of *"Love of learning, love of life itself, and love of God."*

5. Safeguarding and Confidentiality

RSE and PSHE play a vital role in safeguarding children, supporting them to recognise and report inappropriate behaviour, both online and offline. Lessons cover personal boundaries, consent, and communication, in line with the DfE's *Keeping Children Safe in Education* guidance.

Teachers create a safe and respectful environment where children feel confident discussing sensitive topics. While maintaining confidentiality within the classroom, any safeguarding concerns are reported in accordance with the school's Safeguarding and Child Protection Policy.

6. Roles and Responsibilities

- **Governing Body:** Ensures compliance with statutory requirements and monitors the effectiveness of the RSE and PSHE curriculum.
- **Headteacher:** Oversees curriculum delivery and ensures that staff are appropriately trained.

- **RSE and PSHE Lead:** Monitors curriculum implementation, supports teachers, and evaluates the impact of teaching and learning.
- **Teachers:** Deliver engaging lessons, create a safe learning environment, and assess children's progress.
- **Parents and Carers:** Support their child's learning by discussing topics covered in school and reinforcing key messages at home.

7. Monitoring and Review

The RSE and PSHE Lead regularly monitors teaching and learning through lesson observations, planning reviews, and pupil feedback. The curriculum is reviewed annually to ensure that it remains relevant, inclusive, and aligned with statutory guidance.

8. Policy Review

This policy is reviewed every three years or sooner if required by changes in legislation or school practice. The next review is scheduled for **Summer 2028**