



PSHE Policy

2026

Reviewed by C Hashemi (PSHE lead) Presented to Governors July 26

Next review Oct 2027

1. Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under Section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life.

Relationships and Health Education became statutory in primary schools following the Children and Social Work Act 2017. The Department for Education (DfE) published updated statutory guidance for Relationships, Sex and Health Education (RSHE) in July 2025, which becomes mandatory from 1 September 2026.

From September 2026, all primary schools must ensure their curriculum is carefully sequenced, age-appropriate, inclusive of all pupils (including those with SEND), and delivered with transparency and parental engagement. The curriculum must also support safeguarding, wellbeing and preparation for modern life, including the safe and responsible use of digital technologies and awareness of online risks.

The guidance places increased emphasis on safeguarding, personal safety, mental wellbeing and the development of respectful relationships in both offline and online contexts.

2. Aims of PSHE

The aims of PSHE at Roebuck Academy are to:

- Equip pupils with the knowledge, skills and attributes to lead healthy, safe and responsible lives.
- Support pupils to build positive relationships and respect others.
- Promote emotional wellbeing and resilience.
- Enable pupils to understand risk, including online risk, and keep themselves safe.
- Prepare pupils for life in modern Britain as active, responsible citizens.
- Promote equality, inclusion and respect for diversity.

3. PSHE Curriculum – Kapow Scheme (EYFS to Year 6)

Intent

Our PSHE curriculum, delivered through the Kapow Primary scheme, aims to equip pupils with the knowledge, skills and attitudes needed to navigate the complexities of life in the 21st century. It supports pupils to make informed choices about their health, wellbeing and relationships, preparing them to become confident and responsible members of society.

Implementation

The Kapow scheme provides a structured, whole-school approach across EYFS and Key Stages 1 and 2.

In EYFS, learning aligns with the Personal, Social and Emotional Development (PSED) areas, focusing on self-regulation, managing self and building relationships.

In Key Stages 1 and 2, the curriculum is organised into five areas of learning:

- **Families and relationships:** Learning about healthy relationships, conflict resolution, understanding different family structures, and respect for others.
- **Health and wellbeing:** Developing habits for physical and mental health, diet, sleep, resilience, and managing emotions.
- **Safety and the changing body:** Understanding puberty, first aid, online safety, road safety, and how to stay safe in various situations.
- **Citizenship:** Exploring human rights, environmental responsibility, community, democracy, and British values.
- **Economic wellbeing:** Learning about managing money, understanding jobs and careers, and the role of banks and organizations.

Learning is progressive and follows a spiral curriculum model, enabling pupils to revisit and deepen their understanding over time. Lessons are inclusive, adapted for pupils with SEND, and delivered through discussion, role-play and real-life contexts.

Impact

Pupils develop the knowledge and skills to build respectful relationships, stay safe (including online), manage their wellbeing and make informed decisions. Progress is monitored through ongoing formative assessment and end-of-unit assessment activities, allowing teachers to identify gaps and ensure progression across the curriculum.

4. Relationships, Sex and Health Education (RSHE)

Relationships and Health Education is statutory in all primary schools under the Children and Social Work Act 2017. Updated DfE guidance, published in July 2025 and mandatory from 1 September 2026, requires schools to maintain a clear and up-to-date RSE policy and deliver a curriculum that includes Health Education, such as puberty and the changing adolescent body.

At Roebuck Academy, RSHE is delivered through the Kapow Primary RSE & PSHE scheme as part of a whole-school PSHE curriculum. This ensures full coverage of statutory requirements while supporting pupils' personal development. RSHE enables pupils to build positive relationships, keep themselves safe (including online), and make informed decisions about their health and wellbeing, forming a key part of the school's safeguarding provision.

The curriculum is progressive and age-appropriate from EYFS to Year 6, preparing pupils for the physical and emotional changes of puberty and supporting their understanding of human reproduction through the National Curriculum for science. Sex education beyond statutory science is non-compulsory; however, it is taught to Years 5 and 6 in line with DfE recommendations to ensure pupils are appropriately prepared for adolescence.

Parents' Right to Withdraw

Parents have the right to withdraw their child from non-statutory sex education. Requests must be made to the Headteacher and will be discussed to ensure parents are fully informed.

There is no right to withdraw from Relationships Education, Health Education, or the statutory science curriculum. Where a pupil is withdrawn, appropriate alternative provision will be provided.

Girl's understanding of sanitary products and disposal in school

As part of lessons on puberty girls will be made aware of the procedures in place for accessing and the safe disposal of sanitary products. The school is aware that period poverty can be an issue for some pupils, and will to the best of its ability ensure that girls have access to appropriate sanitary products during school time.

5. Teaching and Learning Approach

At Roebuck Academy, PSHE is delivered through a combination of weekly lessons, cross-curricular links and whole-school approaches, including assemblies, external providers and pastoral support. This ensures that key concepts are reinforced consistently across the curriculum and embedded within daily school life.

Teaching is inclusive, differentiated and carefully structured to meet the needs of all pupils. Staff deliver lessons in a sensitive and age-appropriate manner, recognising the diverse backgrounds and experiences of pupils. Learning is discussion-based, providing opportunities for pupil voice, reflection and the development of communication skills. A safe and supportive learning environment is established through clear ground rules, enabling pupils to explore sensitive topics with confidence and respect.

6. Assessment

At Roebuck Academy, assessment in PSHE is ongoing and embedded within teaching and learning. Teachers use a range of strategies, including observation, questioning and pupil discussion, to assess understanding and inform next steps. Pupils are given opportunities to reflect on their learning and demonstrate progress over time. If gaps are identified, individual support is given to ensure that all pupils make progress within the PSHE curriculum.

7. Inclusion and SEND

Roebuck Academy is committed to ensuring that PSHE is inclusive and accessible to all pupils. Teaching is adapted to meet the needs of pupils with SEND through the use of scaffolding, targeted support and differentiated resources.

Staff ensure that all pupils are able to access and engage with the full curriculum, enabling them to develop the knowledge, skills and understanding required for personal development and wellbeing.

8. Supporting Pupils' Personal Development

Zones of Regulation

At Roebuck Academy, we recognise the importance of supporting pupils' emotional wellbeing and self-regulation as part of a whole-school approach to PSHE, behaviour and safeguarding. The school uses the Zones of Regulation framework across EYFS, Key Stages 1 and 2.

This framework provides a consistent approach for teaching pupils to identify, understand and manage their emotions and behaviours, supporting the development of self-awareness and emotional literacy.

Feelings and states are categorised into four colour-coded zones:

- Blue Zone – low states such as sadness, tiredness or feeling unwell
- Green Zone – calm, happy and ready to learn
- Yellow Zone – heightened states such as anxiety, excitement or frustration
- Red Zone – intense emotions such as anger or distress

Through explicit teaching and reinforcement, pupils learn to recognise emotions, understand behaviour expectations, identify triggers and apply strategies to self-regulate.

The approach is implemented through PSHE lessons, classroom practice, visual support, discussion and targeted support for pupils with SEND. It supports independence, resilience and emotional regulation, while contributing to safeguarding and effective communication across the school.

Impact

Pupils demonstrate a developing ability to recognise, articulate and regulate their emotions, applying appropriate strategies to support their behaviour, relationships and readiness for learning.

No Outsiders Programme

At Roebuck Academy, we implement the No Outsiders programme to promote inclusion, equality and respect for diversity as part of our wider PSHE curriculum. The programme is rooted in the Equality Act 2010 and supports pupils in understanding and celebrating differences while recognising that everyone belongs.

It is delivered through carefully selected, age-appropriate texts, with each class exploring a book each half term to develop deeper understanding through discussion and reflection. This consistent approach supports pupils' spiritual, moral, social and cultural development and prepares them for life in modern Britain, fostering empathy, respect and inclusive attitudes.

Impact

Pupils demonstrate an understanding of diversity and inclusion, using respectful language and building positive relationships within an inclusive school community.

9. Safeguarding, Equality and British Values

At Roebuck Academy, PSHE plays a central role in supporting the school's safeguarding responsibilities, in line with *Keeping Children Safe in Education (2025)*. Pupils develop the knowledge and skills to understand personal safety, recognise and manage risk, develop healthy relationships and remain safe in both online and offline contexts.

The curriculum fulfils duties under the Equality Act 2010 by promoting inclusion, respect and equality of opportunity, while challenging discrimination and stereotypes. It also promotes fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance, preparing pupils for life in modern Britain.

10. Role of Parents and Carers

Roebuck Academy recognises that parents and carers are the primary educators of their children and play a vital role in supporting pupils' understanding of relationships, health and wellbeing.

In line with DfE guidance, the school works in partnership with parents, ensuring they are consulted in policy development and fully informed about curriculum content, delivery and outcomes.

Parents are provided with opportunities to view policies, access curriculum overviews, review teaching materials on request and attend information sessions. Their views are valued and considered during policy review.

This partnership supports consistent messaging between home and school and is central to safeguarding and pupils' personal development.

11. Leadership, Roles and Responsibilities

Governors and Headteacher

The governing body is responsible for ensuring that the school meets statutory requirements and that RSHE is effectively led, planned and implemented. This includes ensuring compliance, appropriate resourcing, inclusive teaching and parental engagement.

The Headteacher is responsible for the day-to-day implementation of the policy, including staff training, monitoring provision and ensuring that teaching aligns with statutory guidance and supports safeguarding and wellbeing.

Role of the PSHE Lead

At Roebuck Academy, the PSHE Lead is responsible for the strategic development, implementation and monitoring of the PSHE and RSHE curriculum, ensuring it is fully aligned with statutory requirements and responsive to the needs of all pupils. They support high-quality teaching by providing guidance, resources and staff training, and ensure consistency in the delivery of sensitive and age-appropriate content.

The PSHE Lead monitors provision through lesson evaluation, work scrutiny, pupil voice and assessment outcomes, using this to inform ongoing improvement. Working with the senior leadership team and governors, they evaluate the impact of the curriculum on pupils' personal development, safeguarding and wellbeing, while also engaging with parents and external agencies to ensure the curriculum remains transparent, inclusive and effective.

12. Monitoring and Review

This policy is reviewed annually or in response to legislative changes. Governors monitor effectiveness, and the Headteacher reports on implementation and impact.

13. Linked Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy