Public

INGOLDMELLS ACADEMY

PSHE/RSE Policy

REVIEW PROCESS	
REVIEWED	Date – 21/07/2026
NEXT REVIEW	Date – 04/09/2027

Public

What is PSHE and RSE?

At Ingoldmells Academy, we use the Kapow scheme of work to support the teaching of RSE & PSHE. RSE stands for Relationships and Sex Education. PSHE stands for Personal, Social, Health and Economic education and includes Citizenship. Together, RSE & PSHE support pupils to understand themselves, their relationships with others and the world around them. Through this learning, pupils develop the knowledge and skills needed to build healthy relationships, care for physical and mental wellbeing, understand their role in society and stay safe in a range of situations, including online. Our RSE & PSHE supports pupils' wellbeing, relationships and safety, whilst meeting the new statutory guidance (Relationships Education, Relationships and Sex Education and Health Education document July 2025). The curriculum includes age-appropriate learning relating to online safety, misinformation, scams and fraud, personal safety, road and water safety, emotional wellbeing, bereavement and loss, privacy and personal data, and the responsible use of technology.

Aims of RSE and PSHE:

Through our PSHE and RSE curriculum, we aim to:

- support pupils to develop healthy, respectful relationships
- prepare pupils for the opportunities, responsibilities and experiences of later life
- promote pupils' physical health, mental wellbeing and personal safety
- support safeguarding by helping children recognise unsafe situations and know how to seek help • equip pupils with the knowledge and skills needed to participate positively in modern British society
- promote respect for difference and diversity in accordance with the Equality Act 2010.

Roles and Responsibilities:

The Trust Board is responsible for ensuring that the school meets its statutory duties relating to Relationships Education, RSE and Health Education. Our principal is responsible for the implementation of this policy and for ensuring staff receive appropriate training. The PSHE Lead is responsible for curriculum development, monitoring implementation and supporting staff. All teaching staff are responsible for delivering the curriculum in line with this policy and the statutory guidance.

How do we teach it?

Our PSHE long term plan provides carefully sequenced lessons and well-designed resources, helping our teachers deliver learning confidently and ensuring a consistent, age-appropriate approach across the whole school.

Our well-planned and carefully taught RSE & PSHE curriculum supports our pupils' wellbeing in the following areas:

- **Confidence** – helping pupils understand emotions, recognise strengths and express themselves, benefiting them in school and daily life.
- **Self-regulation** – developing strategies to manage behaviour and respond to challenges by learning about emotions, choices and consequences.
- **Relationships** – teaching about friendships, communication and conflict resolution to build stronger, more respectful relationships.
- **Empathy** – encouraging understanding of different perspectives and experiences.
- **Respect** – contributing to a positive, respectful environment and helping pupils recognise the impact of their words and actions.

PSHE is taught weekly within each class, but many aspects are also taught through assemblies, workshops or in additional lessons to address specific pupil needs. RSE & PSHE create a safe space for pupils to ask questions, explore ideas and reflect on real-life situations. Revisiting key themes each year allows learning to build gradually, helping pupils develop confidence, understanding and strategies for everyday life.

Assessment in PSHE and RSE focuses on pupils' understanding, knowledge and skills rather than personal beliefs or attitudes.

Teachers assess learning through a range of approaches, including:

- classroom discussion;
- questioning;
- observations of participation and engagement;
- pupil reflections;
- completed learning activities and tasks.

Assessment is used to inform future teaching and identify any additional support that pupils may require. As PSHE is a non-statutory foundation subject, formal attainment grades are not awarded.

All external visitors will:

- work within the school's PSHE and RSE policy;
- complement, rather than replace, the role of the class teacher;
- be appropriately vetted in line with safeguarding procedures;
- deliver content that is age-appropriate and consistent with statutory guidance.

A member of school staff will always be present during sessions delivered by external visitors.

What will the children be taught?

Our full PSHE long term plan can be viewed on our website, parents are invited to view the resources that are being used and discuss any concerns they may have throughout the year. Please find hyperlink: Ingoldmells Academy - PSHE

Some topics in RSE & PSHE may feel sensitive for children or families. These can include learning about friendships and conflict, feelings and mental wellbeing, personal boundaries, growing up and puberty, online safety and, for older pupils, reproduction. In some cases, topics may also feel sensitive for individual pupils due to personal experiences. If parents have any concerns they are advised to speak to their class teacher who can provide additional information or support as required.

Parents have the right to request that their child be withdrawn from the non-statutory sex education elements taught in Year 6. Requests should be made in writing to the Headteacher. The Headteacher will discuss the request with parents and explain the content and purpose of the lessons before a final decision is made. Parents cannot withdraw their child from: • Relationships Education • Health Education • National Curriculum Science content.

Are the children taught about sex education?

Kapow Primary's RSE & PSHE curriculum has been developed in consultation with specialists in RSE & PSHE education. This has helped ensure that content, language choices and sequencing are age-appropriate, inclusive and aligned with statutory guidance and best practise.

Sex education is not compulsory in primary schools and parents and carers have the right to withdraw their child from non-statutory sex education. However, statutory guidance recommends that schools teach sex education in Year 5 and/or Year 6, alongside learning about conception and birth, which is included within the Science National curriculum. If parents have any concerns about what their child will be learning, please speak to their class

teacher. If parent's feel it is not appropriate for their child to take part in these lessons, it can be helpful to consider the reasons why sex education is included in Year 6. These include:

- Ensuring children receive accurate, age-appropriate information before misconceptions or misinformation develop.
- Helping pupils feel prepared and confident as they approach the transition to secondary school.
- Supporting respectful language and understanding around bodies, relationships and reproduction.
- Reducing anxiety by addressing questions in a calm, factual and supportive way.

As a school we have chosen to teach the topic of puberty and period education gradually building up children's knowledge over time.

As a brief overview:

- **In Year 2,** pupils are introduced to the concept of bodily changes as they grow, covered in the 'Growing up' unit.
- **In Year 4**, learning focuses on the changes that occur as children grow and how to manage them, rather than why they happen, with an emphasis on reassurance and practical strategies. Learning covers menstruation and the introduction of the term 'puberty'.
- **In Year 5**, pupils explore why these changes occur and learn more about the biological processes involved in puberty, including the role of hormones. This includes learning about the menstrual cycle and other puberty changes, such as erections and wet dreams. This learning links with the Science curriculum, where pupils study the changes during puberty and reproduction in animals.

- **In Year 6**, pupils use correct scientific vocabulary for the male and female external reproductive organs. Understanding, in simple terms, how a baby is conceived and born, including how humans reproduce through sexual intercourse. Know that reproduction happens when a sperm and an egg join together to make a baby. Understand that pregnancy begins when a fertilised egg develops in the uterus and that a baby usually develops there for around nine months. Learn that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. Know that there are different ways people can become parents, including through IVF and adoption. Understand that babies need constant care and that becoming a parent involves responsibility, time and support.

Relationships and Health Education statutory guidance states that all pupils should learn about the changes that happen during puberty before they leave primary school. We have decided to teach all the pupils in that year group together (rather than as separate sexes) as

we feel this helps ensure that everyone understands the changes that both boys and girls experience during puberty. This can help reduce stigma, embarrassment and teasing by normalising these changes and encouraging empathy and respect.

Our long term plan, introduces the correct names for external private body parts in Years 1 and 2, as outlined in the statutory guidance. These include 'penis', 'vagina', 'testicles' and 'nipples'.

Using correct body part terminology from an early age is vital for safeguarding, as it allows children to report concerns clearly. It also normalises these terms and aligns with the Year 1 Science curriculum.

- **In Year 4,** pupils learn the correct names for external body parts that change during puberty, such as 'breasts', 'armpits' and 'Adam's apple'; and learn vocabulary to describe visible changes, such as the growth of pubic hair.
- **In Year 5**, pupils learn about the internal reproductive organs, such as the 'uterus', 'ovaries' and 'fallopian tubes' to understand the menstrual cycle. They also learn puberty-related terms such as 'erections' and 'wet dreams'.
- **In Year 6**, pupils revisit internal reproductive organ vocabulary and learn new terms like 'sperm', 'egg cell', 'fertilisation' and 'conception'.

Responding to Pupils' Questions

Pupils are encouraged to ask questions as part of their learning. Teachers will answer questions honestly, accurately and in an age-appropriate way, taking account of the pupils' age, maturity and level of understanding.

Teachers will:

- provide factual, balanced and developmentally appropriate information;
- use correct scientific vocabulary where appropriate;
- avoid sharing personal opinions or experiences;
- encourage pupils to discuss learning with their parents or carers where appropriate.

Occasionally, pupils may ask questions that are beyond the planned curriculum content or are not appropriate for the age and stage of the class. In these situations, teachers may:

- acknowledge the question and explain that it will be addressed at a later stage of learning;
- provide a brief, factual response that is suitable for the age of the pupils;

- encourage the pupil to discuss the question with their parent or carer;
- seek additional advice from the PSHE Lead where required.

Where a pupil has been withdrawn from non-statutory sex education, teachers will make suitable arrangements during those lessons. If a withdrawn pupil asks questions relating to sex education content not covered within the statutory curriculum, staff will encourage the pupil to discuss these questions with their parent or carer. Staff will continue to answer questions linked to the statutory Relationships Education, Health Education and National Curriculum Science content that all pupils are entitled to receive.

Will my child learn about being safe online?

'Online world' lessons in each year group help pupils develop the understanding and judgement they need to navigate online content safely. Rather than showing pupils potentially upsetting examples, lessons use age-appropriate scenarios to build early critical thinking skills and help pupils understand that not everything online is accurate, trustworthy or intended for children.

- **Years 1 and 2** – learning that some online content is not suitable for children and that they should tell a trusted adult if something online makes them feel worried or uncomfortable.
- **Years 3 and 4** – recognising that information online may be inaccurate or misleading and learning to think carefully about what they read or share.
- **Years 5 and 6** – exploring how online content can influence people's thoughts, choices and behaviour, including how advertising works and how messages can be designed to persuade.

Across the curriculum, pupils are encouraged to question what they see online and know how to seek help if something makes them feel unsafe.

PSHE lessons also help pupils understand that the same principles that support healthy relationships offline also apply to online communication. Across the curriculum, pupils learn that online communication should be with people they already know and whose contact is known to their parents or carers. Lessons thoroughly examine the impact of online words and actions on other people.

- **In Years 3 and 4,** pupils begin to understand that messages online can sometimes be misunderstood because tone of voice and facial expressions are missing. They practise thinking carefully about how their messages may be received.

- **In Years 5 and 6**, pupils explore situations such as peer pressure, unkind behaviour or disagreements in group chats and learn how to respond appropriately.

Safeguarding and Confidentiality:

Teachers will create a safe and supportive learning environment where pupils can ask questions and discuss sensitive issues. Ground rules will be established to support respectful discussion. No member of staff can offer absolute confidentiality to a pupil. If a child discloses information that raises a safeguarding concern, staff will follow the school's safeguarding procedures and report concerns to the Designated Safeguarding Lead.

Inclusion and SEND:

All pupils are entitled to receive Relationships, Sex and Health Education appropriate to their age and stage of development. Teaching will be adapted where necessary to meet the needs of pupils with Special Educational Needs and Disabilities (SEND), ensuring all pupils can access the curriculum and develop the knowledge and skills needed to keep themselves safe and healthy.

Equality and Diversity:

Our PSHE and RSE curriculum is delivered in accordance with the Equality Act 2010. Teaching reflects the diversity of modern Britain and promotes respect for all people. Pupils learn that families may differ from their own and that all people should be treated with dignity and respect.

Policy Development and Consultation

This policy has been developed in line with the statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025).

In developing this policy, the school has:

- reviewed relevant statutory guidance and best practice documentation;
- considered the needs, ages and developmental stages of our pupils;
- consulted with teaching staff and school leaders regarding curriculum content and delivery;
- gathered the views of pupils through pupil voice activities and discussions;
- provided opportunities for parents and carers to review curriculum information and raise questions or concerns;

- considered the needs of vulnerable pupils and those with Special Educational Needs and Disabilities (SEND).

The policy reflects the values of Ingoldmells Academy and the wider Trust, ensuring that learning is age-appropriate, inclusive and responsive to the needs of our school community.

Monitoring and Review

This policy will be reviewed annually by the PSHE Lead, Principal and Trust Board.

The effectiveness of the curriculum will be monitored through:

- lesson observations
- curriculum monitoring
- pupil voice
- staff feedback
- parent feedback
- safeguarding reviews where appropriate.

Policy Approval

This policy was approved by the Trust Board and adopted by Ingoldmells Academy in September 2026.

The Principal is responsible for ensuring the policy is implemented effectively within the school.