



Merridale Primary School

Personal, Social and Health and Economic Education (PSHE) Policy

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Approved by: Merridale Local Governing Board

Policy Development

As part of the statutory requirement to provide a broad and balanced curriculum that promotes pupils' personal development, all primary schools must have a clear and comprehensive policy for Personal, Social, Health and Economic (PSHE) education, including Relationships Education and Health Education.

At Merridale Primary School, this policy has been developed to reflect the needs of our pupils, parents, staff and the wider school community. It takes into account statutory guidance from the Department for Education, as well as best practice in PSHE education, and is underpinned by our whole-school ethos and values.

This policy has been developed in consultation with:

- Governors
- Teaching and support staff
- Senior leadership
- Pupils (through pupil voice)
- Parents and carers

We recognise the importance of proactive engagement with parents and carers, ensuring they understand the purpose and content of PSHE education, including the use of the Kapow Primary scheme of work, and how this supports children's wellbeing, safety and preparation for life in modern Britain.

This policy provides clear guidance and information on the organisation, delivery and content of PSHE education at Merridale. This policy is available on the school website. Copies can also be made available on request from the school office.

The policy is reviewed regularly to ensure it remains up to date, relevant and reflective of statutory requirements and the needs of our school community.

This policy aims to provide guidance and information on all aspects of Personal, Social and Health Education (PSHE) in school for staff, parents/carers and governors and other stakeholders.

Statutory and legal requirements

This policy is based on and complies with statutory guidance from the Department for Education (DfE), including:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)
- Keeping Children Safe in Education (KCSIE)
- The Equality Act (2010)
- The National Curriculum (2014)
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Children and Social Work Act (2017).

All primary schools are required to teach PSHE, Relationships Education and Health Education as part of their curriculum. At Merridale, these statutory requirements are delivered through our PSHE curriculum using the Kapow Primary scheme of work, which ensures full coverage in a progressive and age-appropriate manner.

The PSHE curriculum contributes to the school's duty to promote pupils' spiritual, moral, social and cultural (SMSC) development, as well as preparing pupils for the opportunities, responsibilities and experiences of life in modern Britain.

In accordance with statutory guidance:

- Relationships Education is compulsory for all pupils in primary school
- Health Education is compulsory for all pupils
- Parents have the right to request withdrawal from non-statutory elements of sex education (beyond the National Curriculum for science)

The school also has a legal duty under the Equality Act 2010 to ensure that PSHE education is accessible to all pupils and does not discriminate against any protected groups. Teaching reflects diversity and promotes respect for all.

In addition, PSHE supports the school's statutory safeguarding responsibilities by equipping pupils with the knowledge and skills to recognise risk, stay safe, and seek help when needed.

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance. At Merridale Primary School, we deliver Relationships Education/RSE, as set out within our RSE policy (available on our website), in line with current statutory duties and requirements.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. This policy ensures that Merridale Primary meets all statutory obligations while providing a broad, balanced and ambitious PSHE curriculum that supports pupils' personal development.

Links to other Policies

This policy reflects how we deliver PSHE in our school, as part of a whole-school approach to the subject. The following school policies also have links to our PSHE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours:

- Safeguarding and Child Protection policy.
- Digital Safeguarding (E-Safety) Policy
- Anti-bullying policy.
- Equality policy.
- Behaviour policy
- Relationships Education and Relationships and Sex Education Policy (RSE Policy)

These policies should also be read in conjunction with this PSHE policy to give a broader understanding of our approach to this subject.

Statement of Intent

At Merridale Primary School, our PSHE curriculum is designed to support pupils to become healthy, independent, and responsible members of society. It is central to our commitment to developing the whole child and underpins our approach to personal development, behavior, and welfare.

Our PSHE curriculum, delivered through the Kapow Primary scheme, is ambitious, coherently planned and carefully sequenced, ensuring that all pupils build knowledge and skills progressively over time.

Curriculum Intent

At Merridale Primary School, we teach Personal, Social and Health Education (PSHE) as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

The school follows the Kapow Primary's PSHE programme as it offers a comprehensive, carefully thought-through Scheme of Work, which brings consistency and progression to our children's learning in this vital, statutory curriculum area.

Kapow Primary's PSHE scheme aims to equip children with the knowledge, skills and attitudes they need to navigate the complexities of life in the 21st century. It is designed to support pupils in making informed choices about their health, safety, wellbeing and relationships, enabling them to become confident, thoughtful and active members of society.

Our PSHE curriculum intends to:

- Provide pupils with essential knowledge of how to stay safe and healthy
- Develop resilience and independence
- Build positive relationships
- Promote equality and inclusion
- Support emotional wellbeing

The scheme also includes wider PSHE learning, in line with the National curriculum (2014) requirement that schools make provision for personal, social, health and economic education. This includes non-statutory Citizenship content, which supports pupils in developing an understanding of rules, rights and responsibilities, democracy, fairness and participation in their communities. Together, this learning makes a strong contribution to pupils' personal development as outlined in the Ofsted Inspection Framework and explicitly promotes the

fundamental British values of democracy, the rule of law, respect and tolerance and individual liberty.

Online safety is embedded throughout the curriculum and taught in line with 'Education for a Connected World' and 'Teaching Online Safety in Schools' guidance. Pupils are supported to develop the knowledge and skills they need to use the online world safely and responsibly, to recognise and manage risk and to seek help and report concerns when needed.

High-quality PSHE and RSE teaching is a key part of the school's safeguarding approach. In line with 'Keeping Children Safe in Education', safeguarding, including online safety and help-seeking, is woven throughout the curriculum. In response to guidance on child-on-child abuse, the scheme introduces and revisits learning about personal boundaries, consent, recognising unsafe situations and knowing how and where to get support. This ensures pupils are prepared for the challenges and responsibilities they may face, both now and in the future.

The scheme supports the requirements of the Equality Act through direct teaching, including learning about different families, understanding the negative effects of stereotypes, and celebrating differences. It also includes a variety of teaching resources throughout the lessons.

Merridale prioritises the mental health and well-being of all pupils and ensures pupils' needs are met effectively through whole school approaches, including the explicit teaching of PSHE.

Through recognising and celebrating our diverse school community, children are given opportunities to explore, understand and empathise with others and celebrate their own identity. The school is committed to develop children's skills and understanding of their role in protecting and caring for our environment and our community through PSHE teaching and learning. Children are encouraged to develop their communication and language skills through questioning, discussion and interaction with others in PSHE.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Delivery of PSHE

Our PSHE curriculum is delivered weekly by class teachers or other staff within our school from Reception to Year 6

Kapow Primary's RSE & PSHE scheme is designed as a whole-school approach that ensures clear sequencing and progression from Reception through to Year 6.

In EYFS, learning is organised in line with the Personal, Social and Emotional Development prime area of the EYFS framework. Each unit in Reception focuses on developing secure, foundational knowledge and skills within one of the following core strands:

- Self-regulation
- Building relationships
- Managing self

From KS1 onwards, learning continues to be underpinned by these core strands and is extended through the introduction of a fourth strand, critical thinking.

Rather than being taught as discrete units, these strands are woven through all areas of the RSE & PSHE curriculum and revisited in increasingly complex and demanding contexts. This ensures

continuity from EYFS and supports pupils to build on their early learning, think more independently and apply their understanding in a wider range of situations.

Across KS1 and KS2, the RSE & PSHE curriculum is organised into a set of key areas that together make up a broad and balanced programme. Each year group studies six of these key areas across the academic year, with one key area taught per half term. The selection and sequencing of key areas ensures full coverage of statutory Relationships and Health Education content over time, while also allowing pupils to revisit and deepen their learning. Key areas across the scheme include:

- My healthy self.
- Connecting with others.
- The online world.
- Citizenship.
- Staying safe.
- Growing up.
- Health protection.

All key areas are revisited at planned points across the key stages, ensuring that learning is progressive, coherent and builds logically on prior knowledge and experience.

At Merridale Primary School we allocate at least 45 minutes to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

We recognise that external visitors can add value to the teaching and delivery of PSHE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of PSHE. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors, and visitors are expected to work in line with this policy and other relevant school policies.

Creating a safe learning environment is a vital part of effective PSHE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way. To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

A wide variety of best-practice teaching and learning approaches are used within the Kapow programme to support effective delivery:

These include:

- Film-clips/graphics.
- Scenarios and stories.
- Images and visual prompts.
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.
- Problem-solving activities.
- Independent, paired and group work.
- The use of anonymous question boxes.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions.

Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters.

This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum.

When delivering PSHE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any those with additional needs or those with SEND.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of PSHE at a level that is appropriate for their age and cognitive development, with differentiated provision where required.

We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access PSHE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around PSHE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in PSHE.

During PSHE and RSE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics.

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

Safeguarding and confidentiality

Confidentiality in PSHE lessons is managed in line with the school's confidentiality policy. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are followed at all times.

Through the ground rules established as part of creating a safe learning environment in all PSHE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

Teachers are aware that effective PSHE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff informs the head teacher or Designated Safeguarding Lead (DSL), in line with the school's safeguarding policy.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's safeguarding policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority.

Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

Working with Parents/Parents right to withdraw

The role of parents in the development of their children's understanding about Personal, Social and Health education is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature.

At Merridale Primary School, we are committed to working closely with parents to ensure that we create the best possible PSHE curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics.

We aim to build a partnership approach with parents towards PSHE provision, where transparency and respectful understanding are the basis for all discussions.

Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject lead.

As outlined within our RSE policy (available online) parents are fully consulted and informed of our teaching of Relationships and Sex Education. While we believe that all content within our PSHE and RSE curriculum is important and relevant for pupils, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the National curriculum for science. Please refer to our programme overview document within our RSE Policy, which clearly highlights any lessons where sex education is delivered and where the parental right of withdrawal applies. Currently, these sessions are delivered in Year 6. Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education delivered as part of RSE. In line with current DfE statutory guidance, there is no parental right of withdrawal from Relationships Education or Health Education, or from any sex education content that forms part of the National curriculum for science. These are statutory requirements that schools are required to teach.

We view the partnership between home and school as vital in providing context around the themes covered in Relationships Education/RSE. We keep parents and carers informed by publishing an overview of the programme and this policy on the school website, and by providing further information and examples of teaching resources on request. Parents may also view curriculum materials and discuss content and delivery with the subject lead if required.

We acknowledge that parents and carers have an important role to play in Relationships Education/RSE and should feel confident that the school's programme complements and supports their parenting role. We may choose to hold additional parent meetings or events to support parents' understanding of our approach and rationale. We ask parents to consider the

proven contribution that age-appropriate sex education can make in keeping pupils safe and preparing them for adulthood.

If parents wish to request that their child be withdrawn from any non-statutory sex education, they should contact the school or headteacher. Parents are invited to a meeting to discuss concerns and view relevant teaching resources. If parents choose to proceed with withdrawal, the request is recorded and alternative provision is made for the pupil during these sessions so that they are not present in the lesson.

It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility.

Roles and Responsibilities

The following is a summary of some of the key expectations relating to roles and responsibilities within our school community for PSHE. This list is not exhaustive, but provides a clear reference point for the main expectations.

Governors/Trustees will:

- Approve the PSHE policy and hold the headteacher to account for its implementation based on statutory duties.
- Ensure that governors are supportive of the school's policy, aims and objectives relating to PSHE.

The headteacher will:

- Oversee all aspects of this policy and ensure it is implemented and reviewed as required.
- Work with the subject lead to support the implementation of this policy.
- Ensure that PSHE is taught consistently across the school in line with this policy.
- Manage the process for any parental requests to withdraw pupils from non-statutory sex education.
- Ensure that all staff receive appropriate training relating to PSHE and RSHE.
- Ensure that all staff are aware of this policy and associated guidance.
- Ensure that the school meets statutory requirements for Relationships Education, RSE and Health Education.
- Communicate with staff, parents and governors to ensure understanding of the school's PSHE curriculum and policy.

All staff will:

- Teach PSHE in line with this policy and the school curriculum.
- Model positive attitudes and behaviours.
- Consult the subject lead if they have questions regarding provision.
- Monitor pupil progress and provide feedback on delivery when requested.
- Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning.
- Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive PSHE.
- Ensure that they are up to date with school policy and curriculum requirements around PSHE.
- Keep up to date with school policy and curriculum requirements.
- Take part in training as required.
- Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise.
- Respond appropriately to parental requests to withdraw pupils from non-statutory sex education.

The subject lead will:

- Oversee the day-to-day operation of the school's PSHE provision and policy.
- Keep up to date with changes in legislation and best practice.
- Support or organise training where necessary.
- Liaise with relevant external agencies (for example, school nursing services or visitors).
- Ensure appropriate resources and materials are available.
- Develop, review, monitor and evaluate the delivery of PSHE
- Report to governors and senior leaders as requested.

Pupils will:

- Take part fully in lessons.
- Follow and contribute to agreed ground rules in lessons.
- Behave appropriately and treat others with respect and sensitivity.
- Talk to teachers or other school staff if they have worries or concerns.

Parents will:

- Share responsibility for supporting their child's PSHE/Relationships Education/RSE learning and wider personal, social and emotional development.
- Support the delivery of PSHE/Relationships Education/RSE in line with this policy.
- Engage in consultation and information-sharing opportunities.
- Seek additional support from the school where needed.

Training and staff development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding PSHE. We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

As stated by the Department for Education (DfE), the PSHE curriculum in schools should be delivered by staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support, and not to alarm, pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures. At Merridale, we ensure that staff are aware of best practice in delivery by providing regular training opportunities.

We expect staff to provide regular feedback to the subject lead on their experience of teaching PSHE, including identifying any areas where additional support or training would be helpful.

Training related to PSHE forms part of the school's regular staff training programme.

Monitoring and evaluation of the Relationships Education/RSE

Our aim is to provide PSHE curriculum that is relevant and tailored to meet the needs of our pupils, based on their age and stage of personal development. For this reason, we regularly review our curriculum to evaluate its effectiveness.

The PSHE/RSE subject lead is responsible for monitoring and evaluating provision to ensure that the programme is effective and impactful.

The subject lead reports to the headteacher and governors and makes information available as requested.

Monitoring and evaluation may include:

- Monitoring of planning.
- Lesson observations.

- Learning walks.
- Work scrutiny.
- Pupil voice activities.
- Staff feedback.
- Parent feedback and engagement.
- Surveys.
- Consideration of local or school level sources of data (for example, behaviour, health or safeguarding concerns)

Teachers are expected to reflect on their delivery of Relationships Education/RSE and provide feedback to the subject lead to support ongoing development of the subject.