

William Alvey Primary School

PSHE/RSE Policy



This policy was reviewed by our RSE/PSHE lead and Headteacher on the 1st June 2026. It was adopted by governors at the full governing body meeting on the 20th July 2026.

William Alvey School

Learning Today for Living Tomorrow

Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education Policy (RSE) Policy

Vision

At William Alvey School, PSHE and RSE reflects our vision and values to demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives, in order to become informed, active and responsible citizens. In this sense, we want our children to 'Learn Today for Living Tomorrow.'

PSHE/RSE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE should include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

We are committed to working in partnership with parents and carers, and understand the importance of sharing our PSHE and RSE programmes with families, so that they are able to support their children's physical, moral, mental wellbeing and emotional development at home. All children deserve to see themselves, their families and the full diversity of the world reflected in the curriculum.

We aspire to develop nurturing lessons, building on our approach to spirituality, so that children can reflect on the 'Ows, Nows and Wows' of their learning journey and develop a Growth Mindset. We strive to develop resilience when our children are challenged, and to develop respectfulness and tolerance when learning and communicating together. We encourage all our children to be aspirational by acquiring new skills throughout their time at the Alvey that will allow them to engage and excel in their future learning and future careers.

At the William Alvey, our key message is 'We plant the seeds that one day will grow. We water seeds already planted knowing that they hold future promise.' Our PSHE/RSE approach is crucial to this aim of ensuring all members of our community develop the life skills to reach their full potential so they can experience 'life in all its fullness (John 10:10).'

Education is for improving the lives of others and for leaving your community and world better than you found it.

Marian Wright Edelman

Intent

The intent of our PSHE and RSE curricula is to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people to learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

We will:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

How do we teach PSHE and RSE

We follow the 'Kapow' scheme of work for both PSHE and RSE. This ensures we meet all statutory expectations, and guidance, for both subjects.

A useful link for parents to the 'Kapow' site can be found here - [RSE & PSHE: Parent zone](#) As you will see, this link details what we teach in school, as well as answers many potential questions parents might have. Should you have any further questions, please feel free to ask your child's teacher or our PSHE/RSE lead, Mrs Huesken.

Where PSHE and RSE are taught within the curriculum, it is delivered in mixed ability and gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups. Adults do their best to answer all questions honestly with due regard to the age and stage of the pupils' development, ensuring sensitivity and care. Aspects of PSHE/RSE may be covered as part of a planned programme of assemblies delivered by the teaching staff, including the Headteacher. Strong emphasis is placed on the promotion of British Values and the values of William Alvey School. Where it is deemed beneficial, visiting speakers from the local community, or other professionals may be utilised to support the delivery of the PSHE/RSE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers are always present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the PSHE/RSE curriculum.

Staff are aware that views around PSHE/RSE related issues are varied. However, whilst personal views are respected, all PSHE/RSE issues are taught without bias. Topics are presented using a variety of views and beliefs, so that pupils are able to develop their own informed opinions whilst developing respect for others who may have different opinions.

All schools have a duty to encourage children to respect one another and to prevent bullying in whatever form it may take. Our RSE curriculum is designed to meet this ambition.

Managing Difficult Questions

We recognise that some aspects of PSHE/RSE for teachers, pupils, parents and the wider school community may be considered sensitive or challenging. We respect the varied beliefs and values held by our school community, however, personal beliefs and attitudes will not influence the teaching of PSHE/RSE. Teachers and all those contributing to them are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines. Pupils may ask explicit or difficult questions or seek information about specific issues. It is school policy to address these questions and provide information in a straightforward, age and maturity appropriate way. Questions do not have to be addressed at the time and can be addressed individually later. The school believes that individual teachers must use their own skill and discretion in these situations and refer to the Headteacher if they are concerned. An anonymous question box is advisable and 'open question' sessions should be avoided. Questions that are not age/ school appropriate, will be responded to with a set answer, referring children back to their parents.

Impact

Our PSHE/RSE curriculum is designed to ensure pupils at William Alvey are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. We continuously assess the implementation and impact of our PSHE/RSE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and a secure knowledge and skills base to navigate their way through these, now and in the future. Through our PSHE/RSE curriculum, we believe we enhance children's education and continually observe them becoming confident individuals. We believe they develop positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and, through our Alvey Values, forge and maintain positive relationships with a diverse range of family and friendship groups.

Roles and Responsibilities

The Governing Body: The Governing body have approved the PSHE/RSE policy and hold the Headteacher to account for its implementation.

The Headteacher: The Headteacher is responsible for ensuring that PSHE/RSE is taught consistently and to a high standard across the school.

The Staff: Staff are responsible for delivering PSHE/RSE in a sensitive way; modelling positive attitudes to PSHE/RSE; monitoring progress; responding to the needs of pupils. Staff do not have the right to opt out of teaching PSHE/RSE.

The Pupils: The pupils are expected to engage fully in PSHE/RSE and treat others with sensitivity and respect.

Assessment, recording and reporting

In the Early Years, class teachers assess children's development and progress in PSHE by making informal judgements as they observe children. Alongside these judgements, teachers use the personal, social and emotional objectives (as stated in Development Matters) to make more formal judgements of children's progress and development in this prime area of learning. Teachers keep a record of children's achievements through daily observations, or photographs/videos.

In KS1 and KS2, class teachers provide feedback to pupils both verbally and in written form. This is subject-specific with the aim of developing and challenging children's knowledge, skills and understanding in PSHE/RSE. Self-assessment by the pupils is through discussion and the Pre and Post worksheets, where children can record their own progress

Monitoring

The RSE/PSHE Curriculum Leader, in consultation with the Headteacher, monitors the delivery of RSE in order to review good practice and update policies as necessary. This includes carrying out learning walks and planning scrutiny. Pupils' development in PSHE/RSE is monitored by class teachers as part of our internal assessment systems.

Policy Development

This policy has been developed in consultation with staff, pupils, governors and parents.

This policy should also be read in conjunction with safeguarding, child protection, extremism, equality and diversity, online safety and confidentiality.

The RSE/PSHE Curriculum Lead will review the School's PSHE/RSE education policy as required. This review will monitor the effective implementation of this policy and report its findings and recommendations for any necessary modifications to the Governing Body.

The Curriculum Lead and Governing Body give serious consideration to any comments from parents about the PSHE/RSE curriculum, and makes a record of all such comments.