



Over St John's CE Primary School
'Let your light shine before others.' Matthew 5:16
PSHCE inc RSE ready for September 2026

Introduction

Our PSHCE curriculum, including statutory Relationships, Sex and Health Education (RSHE), is carefully sequenced to ensure that all content is age-appropriate, developmentally appropriate, and based on accurate, evidence-based and factual information. The curriculum reflects statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE 2019), including the updated RSHE guidance (July 2025) for implementation from September 2026.

The curriculum ensures clear progression from EYFS to Year 6 and is underpinned by the school's Progression of Knowledge and Skills [NEW PKS.docx](#) which enables all statutory content to be taught in a structured and progressive way. We recognise that PSHCE plays a vital role in safeguarding and promoting pupils' wellbeing by equipping them with the knowledge and skills needed to stay safe, build positive relationships and make informed decisions. Teaching is inclusive, factual and sensitive to pupils' backgrounds, beliefs and lived experiences, and is underpinned by the principles of equality, respect and safeguarding.

At Over St John's CE Primary School, we believe that promoting physical and mental health and wellbeing is central to the life of the school. In partnership with the church and wider community, we are committed to providing a broad and balanced curriculum which:

- promotes the spiritual, moral, cultural, mental, emotional, social and physical development of pupils;
- prepares pupils for the opportunities, responsibilities and experiences of adult life;
- supports pupils in understanding their rights and responsibilities, including those outlined in the United Nations Convention on the Rights of the Child;
- promotes the fundamental British Values.

This policy has been written with reference to the following guidance:

- *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE 2019, updated 2025 for implementation from September 2026)
- *Keeping Children Safe in Education* (2025)
- *Behaviour in schools: advice for headteachers and school staff* (DfE, 2024)
- *Equality Act 2010 and supporting guidance for schools*
- *Preventing and tackling bullying* (DfE, updated 2017), including cyberbullying guidance
- *Promoting fundamental British values as part of SMSC* (DfE, 2014)

Relationships Education and Health Education are statutory in primary schools. Sex Education remains non-statutory beyond the requirements of the National Curriculum for Science.

Intent

At Over St John's CE Primary School, our PSHE curriculum is rooted in our theologically grounded Christian vision, "*Let your light shine before others*" (Matthew 5:16), and our commitment to nurturing the whole child. We believe every child is created by God with dignity, worth and potential, and PHCE plays a vital role in helping pupils live life in all its fullness.

Through a high-quality PSHE curriculum, we aim to ensure that pupils:

1. Grow in confidence, resilience and self-worth

PSHCE supports children to recognise their God-given value, develop self-belief and face new challenges with courage. Pupils learn that mistakes are part of growth and that perseverance helps their light shine.

2. Experience strong mental and physical wellbeing

We promote positive mental health, emotional literacy and healthy lifestyles so pupils are equipped to care for themselves and others. This reflects our Christian commitment to wellbeing, compassion and hope.

3. Build respectful, healthy relationships

Pupils learn how to form and maintain relationships rooted in respect, kindness and responsibility. They are encouraged to live out Jesus' teachings by treating others well and contributing positively to school and community life.

4. Develop moral understanding and responsible decision-making

Using the 1Decision scheme and Goodness and Mercy resources, children learn how to make informed choices, manage risk and understand consequences, enabling them to live wisely and safely in an ever-changing world.

5. Understand their place in the wider world

PSHE equips pupils to become responsible citizens who respect diversity, value equality and understand their rights and responsibilities, supporting them to shine their light locally and globally.

6. Feel valued, included and safe

Our curriculum ensures all pupils, including those who are vulnerable or disadvantaged, feel heard and supported. Teaching is inclusive and dignifying, helping every child to flourish.

Living Out Our Vision

Across our PSHCE curriculum, pupils are encouraged to live out God's messages of love, respect and responsibility through their daily actions and relationships. This is reflected in our school expectations of being Ready, Respectful and Safe, and is rooted in our Christian values of hope, compassion, community, thankfulness, forgiveness and friendship. Our PSHCE curriculum, underpinned by our Christian vision, develops confident, compassionate and reflective learners who are prepared for their future. It supports pupils' spiritual, moral, social and emotional development, enabling them to make positive choices, care for others and let their light shine in all they do.

The curriculum is carefully sequenced through our Progression of Knowledge and Skills (PKS) framework to ensure statutory Relationships and Health Education requirements are fully met. Learning is revisited and built upon over time so that pupils develop secure knowledge and understanding, preparing them for the next stage of their education. We place a strong emphasis on developing curiosity, resilience and positive mental and physical health and wellbeing through engaging and relevant PSHCE learning, both within lessons and across the wider school day. This supports pupils to thrive as individuals and as members of their community and the wider world.

Strong, healthy relationships are central to our ethos and to ensuring a happy, caring and safe school. Relationships and Sex Education (RSE) is lifelong learning about relationships, emotions, self-care, different families, and physical development. We aim for pupils to gain the knowledge, skills, values and attitudes needed to make informed and responsible choices.

Relationships Education is statutory for all primary pupils. The school also teaches elements of Sex Education in Upper Key Stage 2, which are non-statutory. Parents have the right to request withdrawal from non-statutory Sex Education, but not from Relationships Education or National Curriculum Science.

Definition

PSHCE, including Relationships, Sex and Health Education (RSHE), supports the holistic development and wellbeing of every pupil. It enables children to develop the knowledge, skills and attitudes required to lead healthy, safe and fulfilling lives. In line with statutory guidance:

- Relationships Education is compulsory for all primary-aged pupils
- Health Education is compulsory for all pupils
- Sex Education is taught in Upper Key Stage 2 and is non-statutory beyond the requirements of the National Curriculum for Science

Parents have the right to request withdrawal from the non-statutory elements of Sex Education, but not from Relationships Education, Health Education or National Curriculum Science.

Through PSHCE, pupils learn about:

- their mental, emotional and physical wellbeing
- their responsibilities to themselves, others and the wider environment
- the social, cultural, spiritual and economic influences that shape their lives
- how to make informed, healthy and responsible choices

This approach recognises that pupils' development is interconnected and supports them to thrive both now and in the future.

Areas within PSHCE, including RSHE (Aligned with PKS)

Our PSHCE curriculum is organised through key strands, as set out in the school's Progression of Knowledge and Skills (PKS). These strands ensure full coverage of statutory Relationships Education and Health Education, alongside the non-statutory elements of Sex Education, through a structured and progressive curriculum.

Keeping / Staying Safe (Statutory – Relationships & Health Education)

This strand supports pupils in understanding how to recognise and manage risk in a range of contexts. Pupils learn to identify safe and unsafe situations, understand personal boundaries (including consent in an age-appropriate way), and know how to seek help from trusted adults. This area makes a significant contribution to safeguarding.

Being Responsible (Non-Statutory)

Pupils develop an understanding of responsibility in their actions and choices. This includes making safe and sensible decisions, understanding consequences, and recognising their responsibilities at home, school and in the wider community.

Feelings and Emotions (Statutory – Health Education)

This strand focuses on emotional literacy and mental wellbeing. Pupils learn to recognise, understand and manage their emotions, develop resilience, and use strategies to support positive mental health.

Keeping / Staying Healthy (Statutory – Health Education)

Pupils develop knowledge and understanding of how to maintain a healthy lifestyle, including physical health, hygiene, diet, exercise and self-care. They learn how their choices affect their health and wellbeing, now and in the future.

A World Without Judgement (Statutory – Relationships Education)

Pupils develop an understanding of equality, diversity and inclusion. This includes learning about the Fundamental British Values, respect for others, different beliefs and backgrounds, and the importance of fairness. Teaching reflects the Equality Act 2010 and promotes inclusion within a Christian community.

Our World (Non-Statutory / Citizenship)

This strand supports pupils in understanding their role within the wider world. Pupils learn about communities, the environment, economic understanding and future aspirations, helping them to become responsible citizens.

Fire Safety / First Aid (Statutory – Health Education)

Pupils develop practical knowledge and skills to respond in emergency situations. This includes understanding how to stay safe, recognising risks, and knowing how to seek and provide help where appropriate.

Relationships (Statutory – Relationships Education + non-statutory Sex Education)

This strand forms a core part of the statutory curriculum and includes learning about:

- families and people who care for them
- caring friendships and respectful relationships
- online relationships and staying safe
- In Upper Key Stage 2 (Years 5 and 6), this strand also includes **non-statutory Sex Education**, where pupils are taught about the physical and emotional changes during puberty, human reproduction in a clear, age-appropriate and factual way.

Parental Right to Withdraw

Parents have the right to request that their child is withdrawn from the non-statutory elements of Sex Education. Our school will:

- inform parents in advance of when Sex Education will be taught
- provide opportunities to view materials and discuss content
- respect parental decisions and provide appropriate alternative learning
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Parents do not have the right to withdraw their child from:

- Relationships Education
- Health Education
- National Curriculum Science (including aspects of human development and reproduction)

Safeguarding and Professional Judgement

Sex Education is delivered in line with the school's safeguarding procedures.

If questions or discussions raise safeguarding concerns, these are managed in accordance with the *Safeguarding and Child Protection Policy*.

Staff use professional judgement to ensure that responses are:

- age-appropriate
- factual and clear
- sensitive to pupils' individual needs and backgrounds

The purpose of Sex Education is to support pupils to understand their development in a safe, respectful and informed way, enabling them to grow in confidence and make responsible choices.

Aims

At Over St John's CE Primary School, PSHCE, including RSHE, supports pupils' holistic development through both the taught curriculum and the wider school ethos. Through this, we aim to:

- develop pupils' awareness of social, economic, political and environmental issues
- nurture mutual respect, trust and positive relationships
- promote understanding, tolerance and respect for others
- enable pupils to make informed, responsible and healthy choices
- develop positive attitudes towards physical and mental wellbeing
- foster self-respect, confidence and resilience
- provide opportunities for reflection, awe and wonder, supporting spiritual development
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- enable pupils to recognise risks, stay safe (including online) and seek support when needed

We also promote understanding of and respect for the **fundamental British values** of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs and those of no faith

In line with national expectations, PSHCE equips pupils with the knowledge, skills and confidence to stay safe, manage risk and seek help when needed.

Partnership with Families and the Community

We recognise that PSHCE learning extends beyond the classroom and that strong partnerships with families and the wider community are essential in supporting pupils' personal development.

At Over St John's CE Primary School, we actively work with parents, carers and the community by:

- sharing curriculum content and providing opportunities for parents to engage with PSHCE and RSHE learning
- drawing on real-life experiences, visitors and community links to enrich learning
- encouraging open communication so that pupils are supported consistently at home and at school

Our approach ensures that learning is meaningful, relevant and connected to pupils' lives, both within and beyond the school environment.

Rooted in our Christian vision, "*Let your light shine before others*", we encourage all children to develop confidence, values and character so they can contribute positively to their community. Through our PSHCE curriculum and wider school life, pupils are supported to grow as individuals—spiritually, morally, socially and emotionally—so they are able to flourish and reach their full potential.

We believe that this strong partnership between school, families and the community enables every child to thrive, preparing them for their future and supporting them to let their light shine in all that they do.

Management

There is a designated PSHCE lead to oversee the area in the school. The Subject Leader will be responsible for informing the rest of the staff about new developments and where appropriate, for organising (and providing) appropriate training. The Subject Leader will advise colleagues on resources to aid planning and to use in the classrooms (including visits and visitors). The Subject Leader will monitor the curriculum and will report to the Head Teacher annually on progress with regard to the School's Improvement Plan. The

Subject Leader will ensure they remain up to date with local and national initiatives. The Subject Leader will keep staff informed of developments.

Monitoring

The PSHCE lead monitors the impact of the curriculum through pupil voice, book scrutiny, lesson observations and staff feedback, and reports to senior leaders and governors. (see Subject Leader Handbook)

Assessment

Assessment information is used to ensure progression across the curriculum and to inform future planning. The impact of the curriculum is also measured through pupils' ability to apply their knowledge and skills to real-life situations.

Implementation

PSHCE is organised into three core areas:

- Families and Relationships
- Health and Wellbeing
- Living in the Wider World

PSHCE is delivered through the 1Decision scheme of work, supported by the school's Progression of Knowledge and Skills (PKS) framework, ensuring clear progression from EYFS to Year 6. Learning builds on pupils' prior knowledge and is carefully sequenced to provide increasing challenge and depth over time. The curriculum develops key life skills, including communication, self-regulation, decision-making and problem-solving, enabling pupils to apply their learning in real-life contexts. Teaching is adapted to meet the needs of all pupils, taking into account their age, stage of development and individual experiences. A range of teaching approaches, including discussion, reflection, role play and collaborative learning, support engagement and deepen understanding.

The curriculum is delivered through the following key strands:

- Keeping / Staying Safe (including safeguarding, risk and online safety)
- Being Responsible (decision-making, consequences and consent)
- Feelings and Emotions (mental wellbeing and emotional literacy)
- Keeping / Staying Healthy (physical health, hygiene and lifestyle)
- Relationships (friendships, families, boundaries and puberty)
- A World Without Judgement (equality, diversity and inclusion)
- Our World (citizenship and economic understanding)
- First Aid

This structure ensures that learning is sequenced, revisited and deepened over time, enabling all statutory content to be taught in an age-appropriate and progressive way.

PSHCE and RSHE make a significant contribution to safeguarding by supporting pupils to recognise risk, understand boundaries, develop resilience and know how to seek help. Teaching takes place in a safe and supportive environment, with all staff following the school's safeguarding procedures when responding to disclosures or concerns.

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage (EYFS), PSHCE and Citizenship are not taught as discrete subjects but are embedded within the curriculum, particularly through the areas of:

- Communication and Language
- Personal, Social and Emotional Development

- Physical Development
- Understanding the World

Our approach is guided by the EYFS Statutory Framework and supported by Development Matters, ensuring that learning is developmentally appropriate and builds towards the Early Learning Goals (ELGs). Teaching is child-centred and responsive, focusing on developing essential life skills through meaningful experiences and play-based learning. This supports children to build confidence, independence and positive relationships, forming the foundations for lifelong learning. This provision supports safeguarding by helping children to recognise safe relationships, express their needs and seek support from trusted adults.

Learning is linked to the key themes used across the school's PSHCE curriculum, including:

- keeping safe and managing risk
- developing healthy lifestyles
- building positive relationships
- understanding feelings and emotions
- developing responsibility
- exploring the world around them

Through these experiences, children develop the knowledge, skills and attitudes needed to become confident, independent learners who are well prepared for the next stage of their education.

Children are introduced to the 1Decision scheme in the Summer term, supporting a smooth transition into the structured PSHCE curriculum in Key Stage 1.

Special Education Needs

PSHCE is delivered in an inclusive and responsive way that meets the needs of all pupils. Teaching is informed by ongoing assessment and takes account of pupils' emotional, educational and physical development. Learning is carefully adapted to ensure all pupils can access the curriculum, with appropriate support and challenge provided according to individual need. This includes adapting content, pace and teaching approaches to reflect pupils' age, stage of development and level of understanding.

Where pupils require additional support, including those with SEND, personalised provision is implemented to ensure they can engage meaningfully with PSHCE learning and develop their knowledge, skills and confidence. High expectations are maintained for all pupils, ensuring every child is supported to make progress and achieve their full potential.

PSHCE also plays a key role in safeguarding. Teaching is carefully adapted to ensure pupils, particularly those with additional needs or vulnerabilities, can understand important concepts such as personal safety, boundaries, consent (in an age-appropriate way) and how to seek help. Staff use clear, accessible language and appropriate resources to support understanding and ensure that pupils feel safe, listened to and supported.

Through this approach, all pupils are equipped with the knowledge and confidence to recognise risks, communicate their needs and access support from trusted adults when needed.

Equal Opportunities

See Equal Opportunities Policy

Impact

The impact of PSHCE is monitored through a combination of teacher assessment, pupil voice and ongoing reflection. Assessment is embedded within lessons and supported by the 1Decision scheme, ensuring that learning objectives are clear and that pupils' knowledge, understanding and skills develop over time.

Through PSHCE, pupils are supported to reflect on their learning and recognise how it applies to their own lives. They develop increasing confidence, resilience and independence, taking responsibility for their choices and behaviour. This is reflected in pupils demonstrating the school's expectations of being Ready, Respectful and Safe. Pupils are able to articulate their understanding of healthy, safe relationships, wellbeing and personal safety, showing that they can recognise risks, make informed decisions and seek help when needed. They demonstrate respect for others, value diversity and contribute positively to the school and wider community, living out our Christian vision to *"let your light shine before others."* Assessment outcomes are used to inform future planning and ensure that teaching continues to meet the needs of all pupils. Evidence of impact can be seen through pupils' work, discussions and the positive attitudes they show towards their learning, relationships and personal development.

Resources

1Decision Scheme of Work

Goodness and Mercy resources for the teaching of RSE

Designated Teacher: Hayley Williamson

Signed:

H Williamson

E Snowdon

PSHCE Lead

Head Teacher

Date: **June 2026**

Review Date: **June 2028**