Worsthorne Primary School

PSHE and RSHE Policy 2025 – 2026

(including Relationships and Sex Education (RSE) Policy 2026

Intent

At Worsthorne Primary, our PSHE curriculum is designed to be bespoke to the needs of our children, reflecting the unique context of Worsthorne school community. We ensure that the teaching and learning of PSHE is fully meeting statutory requirements, including those set out by the Department for Education. It aims to nurture inquisitive minds, equipping pupils with the knowledge, skills, and resilience to address the ever-changing issues of the modern world. Through carefully planned and sequenced bespoke learning, children are supported to develop critical thinking, confidence, and the ability to make informed decisions that will prepare them for life beyond school.

Central to our approach is the recognition of the vital role that PSHE and RSE play in safeguarding. By embedding these subjects across the curriculum, we ensure that pupils understand how to keep themselves safe, build healthy and respectful relationships, and develop the values needed to thrive in society. Our curriculum is adapted and aligned with the updated 2025 statutory guidance, due for implementation by September 2026, ensuring that our curriculum remains current, compliant, and responsive to national expectations while continuing to reflect the needs of our pupils.

Implementation

Teaching and Learning

PSHE is delivered through discrete curriculum time, assemblies and class discussions/circle time, with teachers ensuring time is made within the curriculum to meet the needs of the children in their class.

PSHE discrete sessions are taught weekly in school by an adult that is familiar to the children within the cohort.

Certain topics may be discussed more informally as and when issues arise throughout the school year. We respect pupils' unique starting points by providing learning that is suitable to their level, considering their age, maturity and how emotionally secure they are for the content.

R(S)HE is taught within the subject of PSHE within the school and that this is taught in line with the statutory guidance.

In our school we do teach the Sex Education elements which are above and beyond what is statutory in both the RHE guidance and Science curriculum, but this helps children develop age-appropriate understanding of their bodies, relationships, and personal safety, laying the foundations for healthy choices and safeguarding as they grow. On the non-statutory coverage of conception of a baby, parents and carers have the **right to withdraw** their child from these sessions and will be notified in advance. Parents can withdraw via contact with the class teacher, and our informative form, sent in advance to the session.

Curriculum

Our PSHE curriculum has been created using the KAPOW condensed curriculum, and other high-quality resources and agencies. This ensures that teaching is comprehensive, age-appropriate, and relevant to the needs of our pupils.

Our curriculum is designed to:

- Meet statutory requirements and reflect national guidance.
- Provide a broad and balanced programme covering health, relationships, economic wellbeing, and citizenship.
- Draw on trusted external resources and agencies to enrich learning and provide specialist input where appropriate.
- Be responsive to the needs of pupils, families, and the wider community, ensuring content is relevant to children's lives.

PSHE is taught via unit overviews for each half term, in which the whole school focuses on a particular key theme. The learning is planned to be progressive and builds on prior knowledge.

Autumn 1 –	Relationships
Autumn 2 –	Money Matters and Citizenship
Spring 1 –	Health and Wellbeing, including screen time
Spring 2 –	Safety and First Aid
Summer 1 –	Safety Online and water safety
Summer 2 –	Growing, changing and moving on

Our curriculum content may be supplemented and enhanced by the use of external visitors and providers. Any external providers are evaluated for safeguarding and quality purposes to ensure that they are suitable to enhance the provision available for the pupils. A member of our school staff will remain present at all times during any such experiences and enhancements.

Parental Access – Curriculum

There is full transparency in what is taught through our PSHE curriculum. Parents are able to view the full overview of lessons, which are accessible via the PSHE page on the school website and viewed at the end of this policy. Should families wish to explore the curriculum in greater detail, they are warmly encouraged to arrange a meeting with the PSHE Lead, ensuring that our provision remains open, collaborative, and supportive of the whole school community.

On the non-statutory coverage of conception of a baby, parents and carers have the right to withdraw their child from these sessions and will be notified in advance. Parents can withdraw via contact with the class teacher, and our informative form, sent in advance to the session.

Inquisitive Minds – Answering questions:

At our school, we actively promote 'inquisitive minds' and so recognise that children are naturally curious and may ask unplanned questions during PSHE lessons or at other times. Staff will respond in a way that is age-appropriate, factual, and sensitive, following agreed protocols.

Questions outside the primary curriculum: Teachers will provide simple, factual, age-appropriate responses without going beyond the agreed curriculum. Staff will not teach beyond the agreed curriculum. Pupils will be told their question may be addressed in future learning if appropriate, directed to discuss at home, and parents will be informed where necessary.

Responsibilities

Headteacher: Our Headteacher holds overall responsibility for ensuring that Personal, Social, Health and Economic (PSHE) education is effectively planned, delivered, and monitored across the school. They oversee the curriculum to ensure it meets statutory requirements, reflects the needs of pupils, and promotes their personal development, wellbeing, and preparation for life in modern Britain.

PSHE Leader: Our PSHE Leader is responsible for coordinating the planning and delivery of PSHE across the school. They support staff through guidance and training, ensure resources are appropriate and up to date, and monitor teaching and learning to maintain high standards. The PSHE Leader also works with the Headteacher to review the curriculum, evaluate impact, and respond to the needs of pupils and the wider school community.

Class Teachers: Class Teachers are responsible for delivering high-quality PSHE lessons in line with the school's curriculum. They create a safe and supportive learning environment, adapt teaching to meet the needs of all pupils, and promote personal development and wellbeing through everyday practice.

Class Teachers also assess pupil progress in PSHE and share feedback with the PSHE Leader to support ongoing improvement.

Support Staff: Support Staff contribute to the delivery of PSHE by promoting pupils' wellbeing and reinforcing key messages in everyday interactions. They provide encouragement, model positive behaviour, and assist teachers in creating a safe and inclusive environment. Support Staff also share observations with Class Teachers and the PSHE Leader to help identify and respond to pupils' needs.

Governors: The Governing Body holds responsibility for ensuring that PSHE is a central part of the school's curriculum and ethos. Governors support and challenge the Headteacher and PSHE Leader to ensure statutory requirements are met, resources are allocated appropriately, and the subject contributes effectively to pupils' personal development, wellbeing, and preparation for life in modern Britain.

Inclusion

Pupils with Special Educational Needs and Disabilities (SEND) are supported through adapted materials, differentiated teaching, and additional adult support where appropriate. We ensure that learning is accessible, engaging, and relevant to their individual needs and lives.

We also recognise that children may face other vulnerabilities, including those who are Disadvantaged (DA), Children Looked After (CLA), Previously Looked After Children (PCLA), Young Carers, persistently absent, or those affected by Adverse Childhood Experiences (ACEs). These pupils are identified and supported through tailored approaches that promote wellbeing, resilience, and equal opportunities.

Staff work collaboratively with families and external agencies to ensure that all pupils receive the right support at the right time, enabling them to participate fully in school life and achieve their potential.

Links

Statutory Guidance:

Relationships Education, Relationships and Sex Education and Health Education guidance

https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education

Updated:	**September 2025**
Created by:	**Amanda Cockett**
Date of Review:	**September 2026 (in line with the new guidance)**

Curriculum Overview –

Worsthorne PSHE Curriculum Overview 2025-26

Theme: **Relationships**	Lesson	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wonder Question		I wonder how we learn new things?	I wonder who holds a special place in our hearts?	I wonder what qualities make someone a good friend?	I wonder how we can be a supportive and encouraging friends?	I wonder how we can show respect to each other?	I wonder how friends can communicate safely in person and online?	I wonder what tools we need to safely navigate the world?
Autumn 1	1	Self-Regulation – My Feelings	Family and friends 1	Family and friends 2	Family and friends 2	Family and friends 1	Family and friends 1	Family and friends 1
	2	Building Relationships: special relationships Family	Family and friends 2	Family and friends 5	Family and friends 3	Family and friends 2	Family and friends 4	Family and friends 2
	3	Family	Family and friends 5	Family and friends 4	Family and friends 5	Family and friends 4	Safety 1	Family and friends 4
	4	Friends	Family and friends 6	Family and friends 6	Family and friends 6	Family and friends 8	Safety 2	Family and friends 5
	5	Building Relationships: special relationships Friends- sharing	Family and friends 7	Family and friends 7	Family and friends 7	Family and friends 6	Family and friends 8	Family and friends 6
	6	Building Relationships: Me!	I wonder if all communities are the same? Bespoke planning for cultural awareness					

Worsthorne PSHE Curriculum Overview 2025-26

Theme: **Money Matters/ citizenship**	Lesson	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wonder Question		I wonder how Ed and Bunny spend their money?	I wonder how we can use money in our lives?	I wonder what the difference between a want and a need?	I wonder how to spend money wisely?	I wonder how I can tell if something is worth spending money on?	I wonder if my money is safe online?	I wonder how people choose a career?
Autumn 2	1	I wonder how we can be a good citizen? (toy drive) Children will take part in a whole school event where they will plan, advertise and run a toy drive to support less fortunate families in time for Christmas.						
	2	**Whole school anti-bullying week** focus on online relationships. Children will have a whole school assembly which will focus on the anti-bullying week theme for the year and then will take part in an individual lesson themed around the needs of that cohort linked to online safety.						
	3	Ed and Bunny	Economic wellbeing 1	Economic wellbeing 2	Economic wellbeing 2	Economic wellbeing 1	Economic wellbeing 4	Economic wellbeing 6
	4	Ed and Bunny	Economic wellbeing 4	Economic wellbeing 3	Economic wellbeing 5	Economic wellbeing 3	Money Heroes- going digital	Money Heroes- world of work
	5	Ed and Bunny	Citizenship 4	Citizenship 5	Citizenship 5	Citizenship 5	Citizenship 1	Citizenship 4
	6		Citizenship 1	Citizenship 1	Citizenship 1	Citizenship 1	Citizenship 6	Citizenship 1
	7	Class focus week. During this week, teachers will reflect with the children on the 'I wonder' questions of the term and focus the lessons on addressing any misconceptions/areas of focus for the term to consolidate learning.						

Worsthorne PSHE Curriculum Overview 2025-26

Spring Term 1

Theme: **Health and wellbeing**		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wonder Question	Lesson	I wonder how we can work together?	I wonder what keeps us in good health as we grow?	I wonder what influences our growth and health?	I wonder why it's important to look after our physical and mental health?	I wonder how our bodies and minds develop over time?	I wonder how our choices can impact our health positively?	I wonder how I can take responsibility for my health?
Spring 1	1	NSPCC resources focusing on keeping ourselves safe and consent.						
		NSPCC Pants 4-5 yr olds	5–7-year-old resources		7–9-year-old resources		9-11-year-old resources	
	2	Managing self and taking on challenges Kapow lessons as needed	Health and wellbeing 5	Health and wellbeing 1	Health and wellbeing 1	Health and wellbeing 5	Health and wellbeing 2	Health and wellbeing 3
	3		Health and wellbeing 7	Health and wellbeing 5	Health and wellbeing 3	Health and wellbeing 3	Health and wellbeing 5	Health and wellbeing 6
	4		Health and wellbeing 3	Health and wellbeing 6	Health and wellbeing 5	Health and wellbeing 7	Health and wellbeing 6	Health and wellbeing 8
	5		Health and wellbeing 1	Health and wellbeing 7	Health and wellbeing 7	Health and wellbeing 1	Health and wellbeing 7	Health and wellbeing 4
	6	I wonder what impact screen time can have on our lives?						
		Devise wise book 1	Devise wise book 2	Devise wise book 3	Devise wise book 4	Devise wise book 5	Devise wise book 6	Devise wise book 7

Worsthorne PSHE Curriculum Overview 2025-26

Spring Term 1

Theme: **Health and wellbeing**		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wonder Question	Lesson	I wonder how we can work together?	I wonder what keeps us in good help as we grow?	I wonder what influences our growth and health?	I wonder why it's important to look after our physical and mental health?	I wonder how our bodies and minds develop over time?	I wonder how our choices can impact our health positively?	I wonder how I can take responsibility for my health?
Spring 1	1	NSPCC resources focusing on keeping ourselves safe and consent.						
		NSPCC Pants 4-5 yr olds	5–7-year-old resources		7–9-year-old resources		9-11-year-old resources	
	2	Managing self and taking on challenges Kapow lessons as needed	Health and wellbeing 5	Health and wellbeing 1	Health and wellbeing 1	Health and wellbeing 5	Health and wellbeing 2	Health and wellbeing 3
	3		Health and wellbeing 7	Health and wellbeing 5	Health and wellbeing 3	Health and wellbeing 3	Health and wellbeing 5	Health and wellbeing 6
	4		Health and wellbeing 3	Health and wellbeing 6	Health and wellbeing 5	Health and wellbeing 7	Health and wellbeing 6	Health and wellbeing 8
	5		Health and wellbeing 1	Health and wellbeing 7	Health and wellbeing 7	Health and wellbeing 1	Health and wellbeing 7	Health and wellbeing 4
	6	I wonder what impact screen time can have on our lives?						
		Devise wise book 1	Devise wise book 2	Devise wise book 3	Devise wise book 4	Devise wise book 5	Devise wise book 6	Devise wise book 7

Worsthorne PSHE Curriculum Overview 2025-26

Theme: Safety **(Lancashire road safety and Mini First Aid)**		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wonder Question	Lesson		I wonder who looks out for our safety?	I wonder what measure help to keep us stay safe?	I wonder what keeps us protected from harm?	I wonder what I can do to keep myself and others safe?	I wonder how we can manage risks safely?	I wonder how I can be of help in an accident?
Spring 2	1	Road safety 1 & 2	Road safety 1	Road safety 1	Road safety The Journey	Road safety Stepping out	Bikeability	Road safety Way to Go
	2	Road safety 2 & 3	Road safety 2	Road safety 2			Bikeability	
	3	Road safety 4 & 5	Road safety 3	Road safety 3			Road safety passport	
	4	Road safety 6	safety 4	safety 8	First aid 1	First aid- Red Cross- first aid champions burns and scalds	First aid 6	First aid 8
	5	Mini first aid training for all children						
	6	I wonder how I can be the best version of me? Whole school wider focus of a bespoke week. Teachers will identify a specific area to address which is bespoke to their individual cohort needs i..e tolerance/friendships/respect etc…						
	Sharing assembly- at the end of this unit children will take part in a sharing assembly to disseminate their learning to other year groups about what they have been focusing on in this half term.							

Worsthorne PSHE Curriculum Overview 2025-26

Summer 1

Theme: **Safety online**		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wonder Question	Lesson	I wonder how we can stay safe when using the internet?	I wonder why it is important to speak to adults before going online?	I wonder why it is important to be aware of what I click on online?	I wonder what I can do if I see something I don't like online?	I wonder what I can do to keep myself safe online?	I wonder how we can tell what is real or fake online?	I wonder how we can tell what is safe to share with others online?
Summer 1	1	Smartie the Penguin	Chicken Clicking	Childnet Smart Crew Cartoons	Safety Online 4	Safety Online 1	Safety Online 4	Safety Online 2
	2	Smartie the Penguin	Digi Duck (Childnet)	Childnet Smart Crew Cartoons	Safety Online 7	Safety Online 2	Safety Online 2	Safety Online 3
	3		Digi Duck (Childnet)	Childnet Smart Crew Cartoons	Safety Online 3	Safety Online 4	Pick your Pics (PSHE Association)	Pick your Pics (PSHE Association)
	4		Digi Duck (Childnet)	Childnet Smart Crew Cartoons	Safety Online 5	Safety Online 5	Pick your Pics (PSHE Association)	Pick your Pics (PSHE Association)
	5	I wonder how we can stay safe around water? All children in school will be taking part in water safety sessions from the Royal Life Saving Society to learn how to stay safe around bodies of water. We will link this directly to the bodies of water in the locality as well as considering water safety in swimming pools and on holidays.						
	6							

Worsthorne PSHE Curriculum Overview 2025-26

Summer 2

Theme: **Growing, changing and moving on (Medway)**		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wonder Question	Lesson	I wonder how we grow?	I wonder what how we grow and change?	I wonder what private means and which parts of my body are private?	I wonder how we can manage our emotions?	I wonder why my body and feelings change?	I wonder how my body changes over time?	I wonder how I can care for myself independently as I grow and change?
Summer 2	1	Kapow- Names of body parts	Medway 1-2 Lesson 1	Growing and changing Kapow 4	Medway Mental health and wellbeing 1	Medway 4-5 lesson 1	Medway 4-5 lesson 1	Medway 6 Lesson 1
	2	Kapow- Healthy foods	Medway 1-2 Lesson 2	Growing and changing Kapow 5	Medway Mental health and wellbeing 2	Medway 4-5 lesson 2 (split)	Medway 4-5 lesson 2 (joint)	Medway 6 Lesson 2
	3	Kapow- babies to adults	Medway 1-2 Lesson 1	Growing and changing Kapow 8	Medway Mental health and wellbeing 4	Medway 4-5 lesson 3	Period Coach	Medway 6 Lesson 3
	4	Revisit of devise wise characters and stories with a parent workshop				Medway 4-5 lesson 4	Medway 4-5 lesson 4	Medway 6 Lesson 4*
	5	Healthy food and exercise week						
		Sleep	sleep	Sleep and gaming	Sleep and gaming	Kapow 7- Tobacco	Kapow 7- tobacco	Kapow 1- Alcohol
	6	Transition week- getting to know you						