



PSHE POLICY

2026-27

Approval and Review

Committee to Approve Policy	Trust Board Committee
Date of Board / Academy Committee Approval	May 2026
Chair of Board / Academy Committee	
Signature	
Accounting Officer	
Signature	
Policy Review Period	12 months
Date of Policy Review	May 2027

Version	Date Approved	Changes	Reason for Alterations (from and to)
1	May 21	New PSHE curriculum overview	To show how the curriculum has been updated and to show an overview.
		RSE overview	New objectives from new PSHE curriculum.
2		Adapted curriculum for MPJS	Adapted PSHE association curriculum to fit MPJS needs.
			N/A
	May 2026	New PSHE/RSE curriculum overview New intent/implementation	New statutory curriculum update

PSHE / RSE

POLICY DEVELOPMENT

This Policy has been agreed with parents, staff and governors.

AIMS

Personal, social, health and economic education (PSHE) and relationships and sex education (RSE), are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to equip 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. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community understand and respect diversity and differences so they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. Online safety is embedded throughout the curriculum.

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 following aims of PSHE and RSE are intended for all pupils at Moorpark Junior and will be implemented depending on the age and ability of the children.

- Value self and others
- Form healthy and positive relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Statutory Requirements/Definition

Under the new guidance issued by the DfE, by September 2026, Relationships Education and Health Education at primary school will be statutory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE is part of lifelong learning about the emotional, social and physical aspects of growing up. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence. Through RSE, the children will learn content related to

topics including anti-bullying; keeping safe on and off line; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

APPROACHES TO TEACHING AND LEARNING

At Moorpark Junior School, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. All pupils will work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills. Lessons will involve a high level of interaction where each pupil has planned opportunities for learning which will give them scope to work to their full potential.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. A range of the following approaches will be used to deliver the PSHE and RSE content;

- PSHE/RSE lessons
- Oracy
- P4C lessons
- Circle Time
- Assemblies
- Role Play
- Stories
- Displays
- Rules
- Playtimes
- Day to day interactions with adults

Curriculum Content

At Moorpark, we use the topics and schemes of work from Kapow education, which are organised into a set of key areas that together, make up a broad and balanced programme. Each year group studies six key areas across the academic year, 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. These key areas are:

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

At primary school, there is no expectation to teach sex education outside of the science curriculum.

PSHE/RSE Content

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Year 3 <u>September transition:</u></p> <p><u>SMART RULES</u> Keeping yourself safe (Not giving out details/meeting up)</p> <p>Colour Monster</p>	<p>My Healthy Self- How can I take care of my mind and body?</p>	<p>Connecting with Others What helps us feel safe and included?</p>	<p>The Online World How should we treat each other online?</p>	<p>Citizenship 1 What rights and responsibilities do we have?</p>	<p>Health Protection How can we prevent illness and injury and respond if they happen?</p>	<p>Citizenship 2 What careers do people choose and why?</p>
<p>Year 4 <u>September transition:</u></p> <p><u>Online relationships.</u> Cyber bullying Trolling What is true?</p> <p>Colour Monster</p>	<p>My Healthy Self How can I make healthy choices?</p>	<p>Connecting with Others How can we respect each other?</p>	<p>The Online World How can I evaluate what I see online?</p>	<p>Citizenship How can I spend my money wisely?</p>	<p>Growing Up How will my body and emotions change as I grow up?</p>	<p>Staying Safe What signs help me recognise what is safe or unsafe?</p>
<p>Year 5 <u>September transition:</u></p> <p><u>Social Media.</u> Positives and negatives linked to Self-esteem and body image Fake News</p> <p>Colour Monster</p>	<p>My Healthy Self How can I support my mind and body as I grow?</p>	<p>Connecting with Others Why are healthy relationships important?</p>	<p>The Online World How am I influenced by what I see online?</p>	<p>Citizenship 1 How can we make a difference in our communities and beyond?</p>	<p>Growing Up How can I manage the changes to my body and emotions as I grow up?</p>	<p>Citizenship 2 How can we be in control of our money?</p>
<p>Year 6 <u>September transition:</u> <u>Radicalisation and extremism</u> What can I do if people are trying to make me believe different things? What is true on the internet? Colour Monster</p>	<p>My Healthy Self How do my choices today shape my future wellbeing?</p>	<p>Connecting with Others What does it mean to stand up for myself and others?</p>	<p>The Online World How do I feel about being online?</p>	<p>Citizenship How can we protect everyone's rights?</p>	<p>Staying Safe How can I stay safe as I grow up?</p>	<p>First Aid Puberty</p>

There is **no right to withdraw** from Relationships Education, as stated in the government guidance, from September 2026 as the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

However, **parents can withdraw their children from any sex education lessons**, which are not part of the Science curriculum. Sex education lessons for primary school are non-statutory and are entirely at the school's discretion.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering difficult questions and sensitive issues

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the designated safeguarding lead.

Involving parents

We believe that it is important to have the support of parents, carers and the wider community for the PSHE programme. Parents and carers are/will be given the opportunity to find out about and discuss the PSHE programme through:

- Parent/carer consultations
- Parents'/carers' evenings

- Information leaflets/displays

Assessment

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences. Every year group uses a PSHE floor book which will record the children's learning. It will also be used as an assessment tool.

Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. Evaluation will be based on:

- Pupil conversations
- Monitoring of floor books
- Staff meetings to review and share ideas

Links with Other Policies

We recognise the clear link between PSHE and citizenship and the following policies and staff are aware of the need to refer to these policies when appropriate

- Positive Behaviour Policy
- The Equality Policy
- Accessibility Plan
- Acceptable use and E-Safety Policy
- Continence Policy
- RE Policy
- Safeguarding Children Policy
- Use of photography and equipment by Parents and Carers' Policy
- SEND Policy
- Learning and Teaching Policy

Training and support for staff

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff INSET

programme, drawing on staff expertise and/or a range of external agencies.

Confidentiality and child protection issues

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the designated safeguarding lead who takes action as laid down in the Safeguarding Children Policy. All staff members are familiar with the policy and know the designated and deputy safeguarding lead identity. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout.

