



PSHE, RSE and SMSC Policy

May 2026

New or Updated	Updated
Updated Page 3 under relationships added challenging gender stereotypes, misogyny and discrimination, Page 3 under learning added challenge harmful attitudes such as misogyny, prevent abuse and coercion. Page 4 under legislation - Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2025 for introduction September 2026); Page 4 under curriculum overview – added Personal safety and age appropriate risk awareness Page 5 under social responsibility added the diversity of families and relationships in modern Britain, including same-sex parents and relationships, in line with equality duties Page 5 under health and wellbeing added Scams and fraud, online coercion and exploitation Responding to grief and loss (age appropriate)	April 2026 -

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PSHE and SMSC Policy

1. Introduction

This policy outlines the expectations for Personal, Social, Health and Economic (PSHE) education and Spiritual, Moral, Social, and Cultural (SMSC) development across the schools within the Trust. It aims to foster flourishing and the holistic development of every child, ensuring they are prepared for life and work in modern Britain, underpinned by the values of dignity, respect, inclusivity, integrity, courage, excellence and community as informed by our shared Christian ethos and commitment to flourishing together as one community. Our provision for PSHE and SMSC is key to the realisation of our vision that every child and young person embrace “life in all its fullness” John 10:10.

2. Vision and Aims

Our Vision for Derby Diocesan Academy Trust is to nurture and empower everyone to reach their fullest potential, supporting each other on this journey. Inspired by the teachings of Jesus Christ, we cultivate a vibrant learning community where children and young people flourish academically, emotionally, and spiritually. Our mission and vision flow from the Church of England’s vision for education, which emphasises the development of wisdom, knowledge, and skills; hope and aspiration; community and living well together; and dignity and respect. Together, as a community rooted in Christian faith and education, we embrace the abundant possibilities of “Life in all its fullness”.

Our vision is therefore to nurture flourishing individuals who grow academically, socially, emotionally, and spiritually. Using the 5 domains of flourishing advocated in the National Society for Education’s *Our Hope for a Flourishing Schools System*, the provision of PSHE and SMSC will ensure that all students:

- Build positive **relationships** with peers, teachers, and the wider community.
- Develop a love of **learning**, both in and outside the classroom.
- Consider their **purpose** in life, with an emphasis on their role as responsible citizens.
- Achieve optimal **wellbeing**, cultivating resilience and healthy mental attitudes.
- Have access to appropriate **resources** that enhance their development, including emotional, spiritual, and physical support.

Core Values

Our approach to PSHE and SMSC is rooted in the five domains of flourishing:

➤ **Relationships:**

We believe that fostering healthy relationships is at the heart of personal and social development. Through PSHE and SMSC, students will learn how to form and maintain meaningful relationships, demonstrate empathy, and resolve conflicts in a

constructive manner. This includes building an understanding of healthy friendships, positive peer influence, challenging gender stereotypes, misogyny and discrimination, and respectful interactions.

➤ **Learning:**

PSHE and SMSC provide the foundation for a lifelong love of learning. By integrating spiritual, moral, social and cultural education into everyday teaching, we aim to inspire curiosity, critical thinking, and a sense of purpose in learning. Students will explore issues that affect their lives, which will enable them to make informed decisions, challenge harmful attitudes such as misogyny, prevent abuse and coercion and set meaningful goals for the future.

➤ **Purpose:**

A key element of PSHE is helping students find their purpose, both in the context of their school life and beyond. We encourage pupils to engage with issues related to social justice, ethical living, and active citizenship. By embedding Christian values of service, compassion, and stewardship, students will gain a deeper sense of their role in society and the world.

➤ **Wellbeing:**

Mental, emotional, and physical wellbeing are integral to student success. Our PSHE and SMSC provision will provide opportunities to discuss mental health, resilience, self-care, and stress management. Students will be encouraged to develop a positive self-image, to understand and manage their emotions, and to seek support when needed.

➤ **Resources:**

Effective PSHE and SMSC provision relies on the resources available within the school community. These include knowledgeable staff, external partners (e.g., healthcare professionals, youth workers, faith leaders), and a supportive physical and digital environment. The Trust ensures that all schools have the necessary tools to promote personal development in all students.

3. Legislation

Documents that inform the Trust's PSHE/SMSC policy include:

- Education Act (2002);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2025);
- Children and Social Work Act (2017);
- DDAT Safeguarding Policy
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (2025 for introduction September 2026);
- PSHE Association – PSHE Education Programme of Study (Key Stages 2 and 4);

- Good careers guidance: Reaching the Gatsby Benchmarks.
- Online Safety Policy
- Behaviour Policy
- Anti-bullying Policy
- Health and Safety Policy
- Inclusion Policy

4. Curriculum Overview

The PSHE and SMSC curriculum will cover the following key areas:

- **Personal Development**
 - Self-awareness and self-esteem
 - Managing emotions and relationships
 - Personal hygiene and health education
 - Goal setting and aspirations
 - Personal safety and age appropriate risk awareness
- **Social Responsibility**
 - Developing a sense of social justice
 - Understanding diversity and inclusion
 - The role of faith in social responsibility (for Church of England schools)
 - Developing leadership skills and working collaboratively
 - The diversity of families and relationships in modern Britain, including same-sex parents and relationships, in line with equality duties
- **Health and Wellbeing**
 - Emotional health, mental health awareness, and resilience
 - Understanding healthy lifestyles, including physical activity and diet
 - Internet safety and digital wellbeing
 - Scams and fraud, online coercion and exploitation
 - Responding to grief and loss (age appropriate)
- **Citizenship and Ethics**
 - Rights and responsibilities in the community and wider society
 - Exploring moral dilemmas and ethical issues
 - Promoting sustainability and care for the environment

- Promotion of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs

➤ **Spiritual Development**

- Reflection, prayer, and contemplation (for Church of England schools)
- Developing an understanding of different worldviews
- Exploring questions of meaning and purpose
- Developing a sense of awe and wonder
- Developing empathy, curiosity, and the ability to reflect and pause
- Exploring a sense of self and place within the world and responding to the big questions in life – such as those of life, death, suffering

5. Implementation

This section sets out how RSHE and PSHE are delivered at Loscoe Church of England Primary School and Nursery, including our approach to visiting speakers, pupil questions, safeguarding, inclusion and assessment. It reflects the DfE's statutory RSHE guidance (July 2025), which becomes mandatory from September 2026, and sits alongside our school's Christian vision that 'our faith can move mountains' (Matthew 17:20).

The school always considers the age and development of pupils when deciding what will be taught in each class. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

PSHE

The school uses resources from the learning package Kapow to deliver the PSHE curriculum. Parents can explore more of the details of the resources through the Kapow Parent Zone: <https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>

RSHE and PSHE are taught as a discrete, timetabled subject in every class from Nursery to Year 6, using the Kapow Primary RSE & PSHE scheme of work as our core resource. Kapow's spiral curriculum revisits six themes each year - My Healthy Self, Connecting with Others, The Online World, Citizenship, Growing Up, and Staying Safe - so that pupils' knowledge and vocabulary build progressively year on year rather than being taught as one-off, unconnected topics.

As a small school with mixed-age classes (Andes, Pyrenees, Himalayas, Rockies, Cairngorms and Alps), teachers adapt Kapow's year-group units on a rolling programme

so that all pupils in a class access age-appropriate content within a two-year cycle, with objectives adjusted where necessary to match the developmental stage of each cohort.

Our pedagogical approach is underpinned by the following principles:

- Every unit begins with a lesson establishing (or revisiting) ground rules, an anonymous question box and a shared understanding of confidentiality, so pupils feel safe to engage honestly.
- Teaching is active and discussion-based rather than didactic: circle time, distancing techniques (scenarios, third-person characters, stories), paired and small-group talk, and structured debate are used in preference to worksheets alone.
- New and sensitive vocabulary is taught explicitly and revisited across year groups so pupils build a shared, accurate language for their bodies, feelings and relationships.
- Content is taught through our Christian ethos, exploring healthy relationships, self-worth and respect for others in a way that is consistent with the school's vision and values, while remaining objective, balanced and respectful of the range of beliefs and family structures represented in our school community.
- Teachers use ongoing formative checks (see Assessment, below) to identify and address misconceptions before they become embedded.
- Staff delivering RSHE receive training and access to Kapow's teacher guidance for each unit, and can raise any concerns about confidence or subject knowledge with the RSHE/PSHE subject lead ahead of teaching a unit.

Use of Visiting Speakers

Visiting speakers (for example the school nursing team, police officers, faith leaders or other health and wellbeing professionals) can enrich the RSHE and PSHE curriculum by bringing specialist knowledge and real-world context. Where a visiting speaker contributes to teaching, the following arrangements apply:

- All visiting speakers are agreed in advance by the headteacher and, for RSHE content specifically, by the RSHE/PSHE subject lead.
- A class teacher or other member of school staff remains present throughout the session and retains overall responsibility for the class.
- The visitor is briefed beforehand on the content, tone and boundaries expected, including the school's ground rules for RSHE lessons, our Christian ethos, and the need to avoid personal disclosure or promotion of personal viewpoints.
- The session is planned to complement, not replace, the sequence of learning already covered through Kapow, and is followed up by the class teacher to consolidate learning and address any questions raised.
- All visitors are subject to the school's usual safeguarding checks and visitor procedures, as set out in the Safeguarding and Child Protection Policy.

Space for Pupils to Ask and Have Questions Answered

Pupils are encouraged to ask questions about RSHE and PSHE content, and to have those questions answered honestly, sensitively and in an age-appropriate way. In practice, this looks like:

- An anonymous question box (or equivalent, adapted for younger pupils) is available during RSHE units, allowing pupils to submit questions they may feel uncomfortable asking aloud.
- Ground rules, agreed with each class at the start of a unit, establish that no question is a 'silly' question, that personal questions about staff or pupils will not be answered, and that some questions may need to be answered individually or with a parent/carers rather than in front of the whole class.
- Teachers use professional judgement to decide how and when to answer a question, deferring an answer where a question is outside the scope of the current year group's content, where it raises a safeguarding concern, or where it would be more appropriately answered outside the classroom.
- Where a question suggests a pupil may be at risk, or discloses information of concern, staff follow the procedures in the Safeguarding and Child Protection Policy rather than answering within the lesson.
- Pupils are reminded who they can talk to if they want to ask something after a lesson - their class teacher, another trusted adult in school, or a parent/carers.

Links to Safeguarding

RSHE and PSHE are central to the school's preventative safeguarding work. The curriculum is used deliberately as a tool to give pupils the knowledge, vocabulary and confidence to recognise when something is wrong and to seek help. Across the Kapow units, pupils learn:

- What a healthy relationship looks and feels like, including respect, trust, kindness and equality, and - built progressively through Key Stage 2 - what an unhealthy or unsafe relationship looks like, including controlling behaviour and pressure.
- What personal boundaries are, that their body belongs to them, and how to say no and seek help if a boundary is crossed, revisited with increasing maturity from Year 1 through to Year 6.
- Age-appropriate understanding of bullying, including the different types of bullying, and, in upper Key Stage 2, an introduction to peer-on-peer abuse, why it is never acceptable, and how to report it or support a friend in reporting it.
- Where relevant to Year 6 content (for example within the Growing Up and Staying Safe units), an age-appropriate introduction to consent, in preparation for the statutory sex education content covered before pupils leave primary school.
- How to stay safe online: managing private information, recognising that not everything online is real or trustworthy, understanding online influence and

advertising, recognising harmful online behaviour, and knowing how and to whom to report a concern.

This curriculum content is one part of the school's wider safeguarding approach and does not replace it. Any disclosure or concern arising from an RSHE or PSHE lesson - whether raised directly, through the question box, or observed by staff - is reported immediately in line with the school's Safeguarding and Child Protection Policy and passed to the Designated Safeguarding Lead. Staff do not investigate concerns themselves within the lesson.

The RSHE/PSHE subject lead works closely with the Designated Safeguarding Lead to ensure the curriculum reflects current safeguarding priorities identified through the school's own context (for example, patterns noted in behaviour logs or local safeguarding partnership guidance), and to review teaching materials for age-appropriateness before they are used.

Inclusion, including Arrangements and Adaptations for Pupils with SEND

RSHE and PSHE are for all pupils, and the curriculum is planned and adapted so that every pupil, including those with SEND, can access learning that is meaningful and relevant to them. The school's approach includes:

- Class teachers and the SENDCo work together to identify where content, resources or delivery need adapting for individual pupils, drawing on pupils' individual support plans where these exist.
- Content may be broken into smaller steps, revisited more frequently, or taught using additional visual supports, social stories, symbols or concrete resources, particularly for pupils with communication and interaction needs.
- Where a pupil's cognitive or developmental stage differs significantly from their chronological age, teaching is pitched to their level of understanding while still covering the substance of statutory content, in consultation with parents/carers and, where involved, external professionals.
- Small-group or 1:1 pre-teaching or follow-up support is used where a pupil would benefit from additional preparation before, or reinforcement after, a whole-class lesson on a sensitive topic.
- Teaching takes account of the diversity of pupils' family circumstances and backgrounds (for example, different family structures, care experience, faith and cultural backgrounds) so that all pupils see themselves reflected respectfully in what is taught, consistent with the school's inclusive Christian ethos.
- Reasonable adjustments are made to how pupils are expected to demonstrate understanding for assessment purposes (see below), for example through verbal responses, symbols or adult scribing rather than written work alone.

Approaches to Assessment

As a school, we use Kapow Primary's RSE & PSHE scheme, further information about which is available to parents at [kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information](https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information). Assessment in RSHE and PSHE is primarily formative, reflecting the nature of a subject built on personal reflection, discussion and developing attitudes rather than solely factual recall.

- At the start of each unit, teachers establish pupils' existing knowledge and any misconceptions, using discussion, mind-mapping or Kapow's suggested starter activities, and use this to inform planning for the unit.
- Throughout each unit, teachers use ongoing assessment for learning - questioning, discussion, drawing, written reflection where appropriate, and observation of pupil contributions - to check understanding and adapt subsequent lessons.
- Each Kapow unit includes an end-of-unit assessment/quiz which teachers use to capture pupils' knowledge and understanding at the end of a topic; results inform teacher judgements and identify pupils who need further consolidation.
- Assessment focuses on pupils' knowledge and understanding (for example, of safety strategies, healthy relationships or online risks) rather than requiring pupils to disclose personal views, feelings or experiences; no pupil is assessed on, or required to share, personal information.
- The subject lead uses assessment outcomes, alongside pupil voice and staff feedback, to monitor coverage and impact across the school and to inform the RSHE/PSHE action plan and future curriculum reviews.

Relationships and Sex Education (RSE)

Relationships Education is compulsory for all pupils from Nursery to Year 6, and parents do not have the right to withdraw their child from it. Sex education is not compulsory in primary schools; however, in line with the DfE's statutory RSHE guidance (July 2025), Loscoe teaches sex education to pupils in Years 5 and 6, alongside the National Curriculum science content on the human life cycle, conception and reproduction. This section sets out what is taught and when, how it differs from Relationships Education, and parents' right to request that their child is withdrawn from it.

What We Teach and When

- Sex education at Loscoe is taught to pupils in our upper Key Stage 2 classes (those containing Year 5 and Year 6 pupils), as part of Kapow's 'Growing Up' unit, usually in the summer term.

- Content covers human reproduction and conception, presented factually and in the context of the human life cycle, building on what pupils have already learned through Kapow's earlier units and through National Curriculum science on the changing adolescent body and puberty. RSE are taught in the summer term of each year. The exact order and titles for the each unit of work can be found here on our whole school curriculum map : (Please request a paper copy of the curriculum map if required by emailing info@loscoe.derbyshire.sch.uk)
<https://www.loscoe.derbyshire.sch.uk/site/data/files/users/curriculum/C616837B0DF48971B0BA29215A22D491.pdf>
- Content that sits within the National Curriculum for science - for example the main external body parts, how the human body changes as it grows, and reproduction in some plants and animals - is taught as part of science and cannot be withdrawn from, whether or not it is also referenced within RSE lessons.
- Relationships Education, which is compulsory and cannot be withdrawn from, does not involve explaining the details of different forms of sexual activity, even where it covers sensitive topics such as keeping safe from abuse.
- The RSHE/PSHE subject lead reviews the specific content and resources used within sex education lessons each year, to ensure they remain age-appropriate, medically accurate, and consistent with the school's Christian ethos and values.

Parents' Right to Request Withdrawal from Sex Education

- **Parents have the right to request that their child is withdrawn from some or all of the sex education delivered outside of the science curriculum. This right does not apply to Relationships Education or to content taught within the science curriculum, from which no pupil can be withdrawn.**
- Parents are notified in advance, in writing, before sex education is taught, so that they know what will be covered and have the opportunity to discuss it with their child or to request withdrawal.
- Where a parent requests withdrawal, the headteacher will first discuss the request with them, to understand their concerns and to explain the purpose and content of the lessons, and the school keeps a record of this conversation. As Loscoe is a primary school, the headteacher must then automatically grant the request, other than for any content taught as part of the science curriculum.
- Any pupil who is withdrawn from sex education is provided with alternative, purposeful work or activities during the lesson(s) concerned.
- Requests for withdrawal should be made in writing to the headteacher.

Answering Pupils' Questions

Where a pupil asks a question that goes beyond the sex education content covered at Loscoe, or that relates to content from which they have been withdrawn, teachers follow the approach set out above (see 'Space for Pupils to Ask and Have Questions Answered'): the question is answered sensitively and age-appropriately where it is right to do so in the classroom, and the pupil may be signposted to speak with their parent/carer or another trusted adult where a fuller answer would be more appropriate outside the lesson.

Access to Curriculum Materials

Parents can find an overview of Kapow's RSE & PSHE scheme, including the content covered in sex education, via the Kapow Parent Zone

<https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>

Parents wishing to see the specific resources or lesson materials used to teach sex education at Loscoe are welcome to request these from the RSHE/PSHE subject lead or headteacher.

SMSC – Spiritual, Modal, Social and Cultural Education

Section 78 of the Education Act (2002) requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, cultural, mental and physical development of pupils.

The following elements are constituent parts of SMSC:

	School provision/activities
Spiritual	Collective Worship, reflective areas in the classroom, carefully chosen music for Collective Worship and religious services. Spirituality is developed through whole school mindful moments. Children reflect on moments of awe and wonder through the 'windows, mirrors and doors' approach and spirituality journals.
Moral	School social responsibility is fostered through school ambassadors giving student leadership opportunities. Serving the Community through news letters, Christmas cards, Loscoe Sharing Shed. Courageous advocacy/justice promoted by the Rights Respecting ambassadors. Six key school values taught throughout the year.
Social	Pastoral provision, after-school/lunchtime club provision, residential opportunities, trips and enrichment. Sunshine morning club, well established Nurture Group. Time to talk and Socially speaking interventions.

	Structured lunchtimes activities led by pupils. Nurture lunchtime.
Cultural	Music, Art, Drama, Languages and enrichment activities, history and RE curriculum. Embedded teaching of the British Values and Protected Characteristics.

6. Assessment

The impact of PSHE and SMSC education will be monitored through:

- **Regular evaluations** of pupil engagement and wellbeing surveys.
- **Teacher assessments** of personal and social development.
- **Feedback from pupils and parents** to ensure the curriculum meets the needs of the community.
- **Review** of the PSHE and SMSC provision by the SSIO team and sharing of best practice.

7. Professional Development

Staff will receive regular training on the delivery of PSHE and SMSC, ensuring they are equipped to address sensitive issues with care, respect, and professionalism. Staff will also be supported to model positive relationships and wellbeing in their own practice.

8. Partnership with Parents and the Community

Engaging parents and the wider community in the PSHE and SMSC curriculum is essential. Parents will be kept informed about the curriculum and are encouraged to participate in workshops and discussions. External partnerships with local charities, faith leaders, and healthcare professionals will further enrich the programme. The work of schools to engage with courageous advocacy, the act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard, and engaging with change, is one expression of this partnership work in the community, be it local, regional, national or global.

DDAT is committed to fostering the personal, social, and emotional development of every student. By focusing on the five domains of flourishing: **relationships, learning, purpose, wellbeing and resources**, we aim to create well-rounded individuals who are ready to thrive in school and beyond. Our PSHE and SMSC provision ensures that students leave school not only academically equipped but also socially, emotionally, and spiritually prepared for the challenges of the world.