



**Longwood Infant Academy
John King Infant Academy
Kirkstead Junior Academy**

RSHE Curriculum policy

Written by: Bethany Dickson

Date: December 2022

Last reviewed on: September 2025

Next review due by: September 2026

Vision



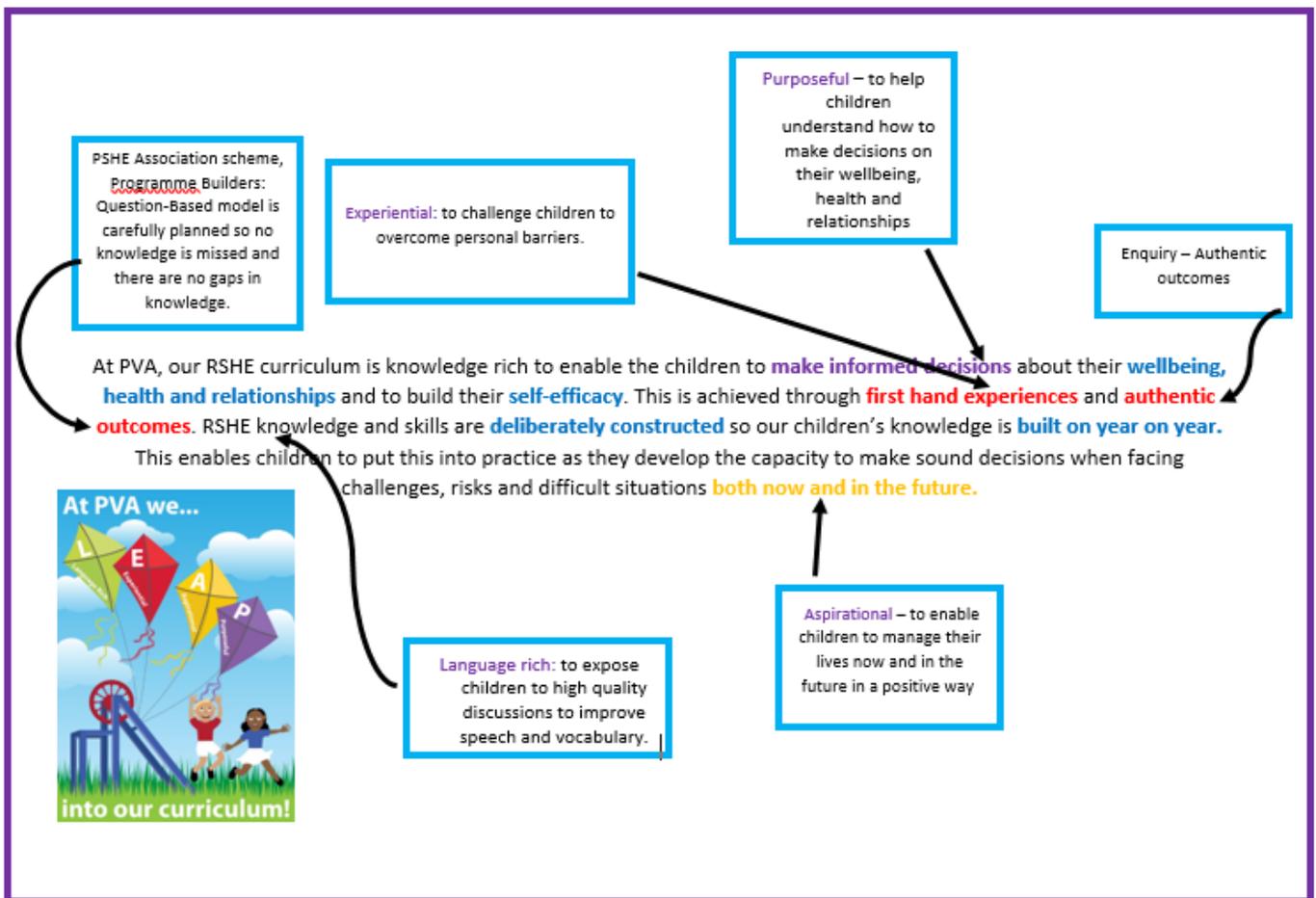
PVA staff supported the development of our curriculum vision which is based on the context and needs of our local community. We communicate our vision through the acronym, 'LEAP'.

Language rich – to expose children to high quality texts and to improve speech and vocabulary.

Experiential – to challenge children to overcome personal barriers through culturally rich, memorable experiences which expand their knowledge of the wider society.

Aspirational – to create ambitions for themselves and our community.

Purposeful – to give meaning and value to learning, preparing our children for their next step in education.



Aims

The aims of this curriculum is for pupils to learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more

confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

The aims of relationships and sex education (RSE) at our school are to:

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

Our knowledge-rich curriculum is underpinned by key concepts. Children explore concepts throughout the curriculum, revisiting them in a wide range of contexts and through the lens of different subjects. This promotes a deep understanding of the concepts and enables the transfer of knowledge to the long-term memory. It aims to provide inclusive and aspirational environments where learners thrive and build the cultural-capital they need to make aspirational choices about their own future, overcoming any barriers.

We are aspirant for all children to leave Pinxton Village Academies as Global Citizens being respectful and understanding of World Beliefs and consequently have clearly defined end points for each year group and the whole primary phase to ensure we meet this aim. Please see: 'As Global Citizens' for our end of primary phase poster.

Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Pinxton Village Academies we teach RSE as set out in this policy.

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

Policy Development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

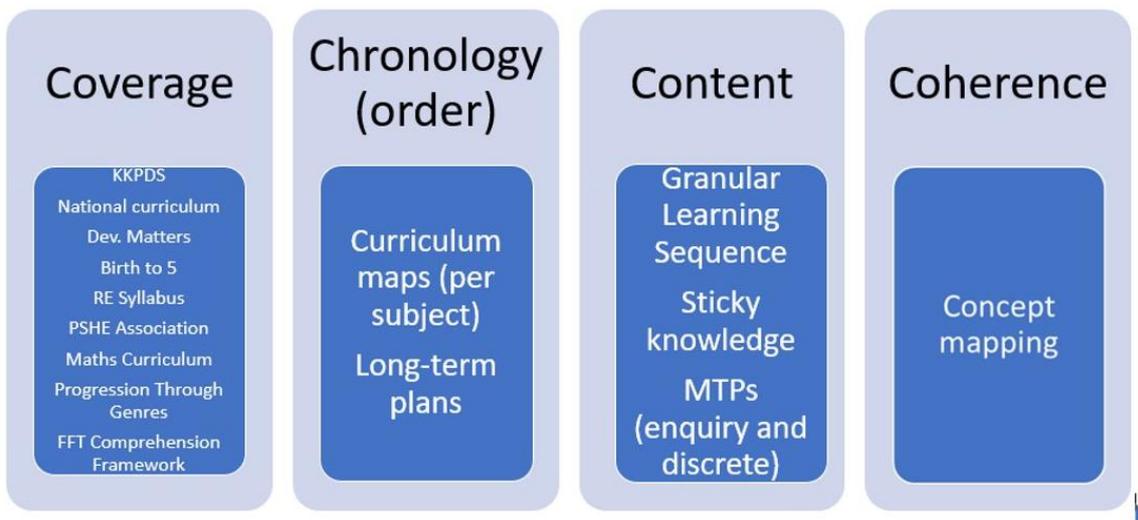
1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Organisation and Planning

At Pinxton Village Academies, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Framework in Reception.

Our Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children’s interests.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which inform the intent and implementation of our curriculum. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes, ensuring our curriculum is meeting the 4Cs.



Strand	Nursery	Reception	Year 1	Year 2	Strand	Year 3	Year 4	Year 5	Year 6	Strand	Year 7
Use colour, pattern, texture, line, form, space and shape	• AQA 1 know how to use colour and pattern to create a simple design • AQA 2 know how to use colour and pattern to create a simple design • AQA 3 know how to use colour and pattern to create a simple design	• AQA 1 know how to use colour and pattern to create a simple design • AQA 2 know how to use colour and pattern to create a simple design • AQA 3 know how to use colour and pattern to create a simple design	• AQA 1 know how to use colour and pattern to create a simple design • AQA 2 know how to use colour and pattern to create a simple design • AQA 3 know how to use colour and pattern to create a simple design	• AQA 1 know how to use colour and pattern to create a simple design • AQA 2 know how to use colour and pattern to create a simple design • AQA 3 know how to use colour and pattern to create a simple design	Use colour, pattern, texture, line, form, space and shape	• AQA 1 know how to use colour and pattern to create a simple design • AQA 2 know how to use colour and pattern to create a simple design • AQA 3 know how to use colour and pattern to create a simple design	• AQA 1 know how to use colour and pattern to create a simple design • AQA 2 know how to use colour and pattern to create a simple design • AQA 3 know how to use colour and pattern to create a simple design	• AQA 1 know how to use colour and pattern to create a simple design • AQA 2 know how to use colour and pattern to create a simple design • AQA 3 know how to use colour and pattern to create a simple design	• AQA 1 know how to use colour and pattern to create a simple design • AQA 2 know how to use colour and pattern to create a simple design • AQA 3 know how to use colour and pattern to create a simple design	Range of materials, increased proficiency and evaluation	• AQA 1 know how to use colour and pattern to create a simple design • AQA 2 know how to use colour and pattern to create a simple design • AQA 3 know how to use colour and pattern to create a simple design

Teachers follow a clear planning structure for our enquiry curriculum.

A yearly overview (LTP) is produced to ensure the correct National Curriculum coverage and to outline the enquiries for each term. Subject Overviews company these LTPs and clearly show a child's learning journey from EYFS-Y6 and clear progression and 'building up' of knowledge. To allow our children to build solid schemas umbrella concepts are mapped out across the year groups and subjects.

	Explore				Uncover				Imagine				
	Y3 Autumn	Y4 Autumn	Y5 Autumn	Y6 Autumn	Y3 Spring	Y4 Spring 1	Y4 Spring 2	Y5 Spring	Y6 Spring	Y3 Summer	Y4 Summer	Y5 Summer	Y6 Summer
Enquiry question (RC, ML)	What can a globetrotter find?	Do we need water or does water need us?	Am I too small to make a difference?	Did Great Britain become Great on its own?	Is it survival of the fittest?	What can we learn from what has been left behind?	What does it take to build an empire?	Is bravery to be free of fear?	Does money always buy happiness?	Are we all creative?	Is it better to create or to destroy?	What connects us?	What legacy will we leave?
Enquiry driver	Geography				History				Art and Design and Design Technology				
Enquiry enhancers	History, art	Science, DT,	Art, DT, science, PSHE	History, art, DT	Art, DT, PSHE, science	Art, PSHE, geography	Geography, PSHE, DT	DT, PSHE, DT		DT, PSHE,	DT, PSHE,	DT, PSHE,	DT, history, PSHE
Discrete subjects	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science, PSHE	Computing, PE, RE MFL, science	Computing, RE MFL, sci	Computing, RE MFL, sci				
Rationale for enquiry (RC, ML)	Because our children live in an ex-mining village, we want them to build on their understanding of community, extending this into the wider world and therefore building their cultural capital.				Because our children have limited aspirational opportunities due to the I want to foster a sense of greater aspiration by reflecting on the past and the future.								
Concepts to be developed (RC, EC, ML)	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpretation Community Sustainability Cause and Effect Worth Chronology	Interpre Comm Sustain Caus Eff W Chrc	Interpre Comm Sustain Caus Eff W Chrc				
Key content choices (e.g. significant people, events etc) (RC, EC, ML) Language	Gaudi Christopher Wren Italy Greece Spain	Richard Arkwright Monet The Wharf Cromford Industrial Revolution	Sonny the street artist Brazil Andy Goldsworthy Brazil Deforestation	Ghandi Taj Mahal British Empire India	Stone and Bronze Age	Tutankhamun Howard Carter Egypt	Boudicca Claudius Italy	Alfred [Canur Saxon] Baggøt Lodbrok Viking	Conan Doyle British Empire				

Medium term plans allow our teachers to structure the teaching and learning of our enquiries to ensure not only National Curriculum coverage but that content - and particularly quality of vocabulary - will meet the needs of our children. Our research driven lesson design then ensures that the granular knowledge stipulated on the medium term plans is then carefully planned into our research driven lesson design. This sticky knowledge is then revisited in future lessons.

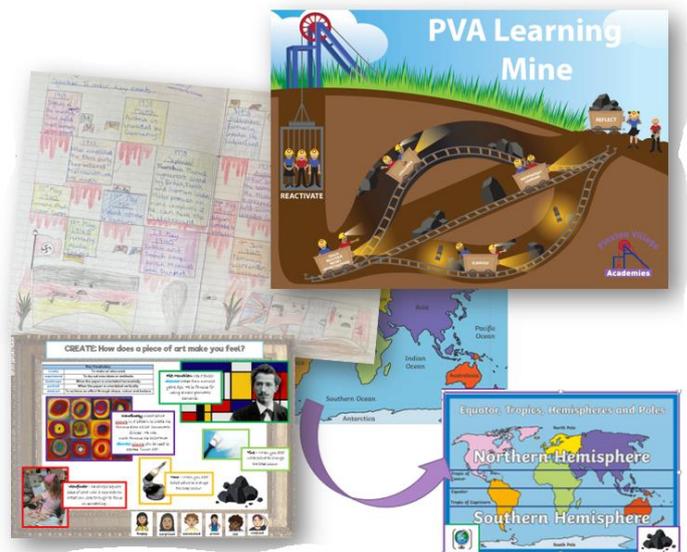
Within the KKPd are clearly defined curriculum end points which capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable global citizens.

For subject leaders, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

For teachers, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKPd's. They support teachers to plan activities that help to develop children as effective geographers. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

For children, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

The PSHE KKPd and CKPD are used by teachers to create learning sequences and objectives with the end points in mind. These are plotted on an enquiry or a discrete medium-term plan.



RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Pedagogy

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

If nothing has changed, nothing has been learned – Kirschner, Sweller and Clark 2006

Our aim is to make the knowledge 'stick'. Leaders and teachers keep up to date with educational developments and the theory behind powerful learning and this is disseminated to all staff in training sessions.

Add specific to subject e.g. We use a variety of teaching and learning styles in our PSHE lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer questions. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real life' activities, e.g. how to carry out first aid.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Learning Environment

Our learning environments are used as teaching tools. As a school, we keep them organised, with key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. Working walls are backed in hessian with a consistent approach, which is consistent across the three schools. Displays around school are also used to showcase, value and celebrate children's achievements and great work. Children have input into these displays and the aim of them is to promote children's self-esteem and recognise good learning. Powerful vocabulary to selected to follows the approach of 'blue for new and black think back' to support children to make connections and allows this knowledge to retain in the children's long term memory.

Assessment

Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development. Our carefully considered curriculum is a model of progress and our children have the opportunity to demonstrate that they 'know more and remember more' through the use of our 'sticky knowledge' flashcards and the Leitner Model, the use of hinge questions and the demonstration of knowledge at the end of an enquiry through a knowledge organiser. Interleaving assessment of our 'sticky knowledge is carefully planned on medium term plans to encourage 'good forgetting'.

PSHE is planned and taught following our school approach, bespoke PSHE is also implemented and taught alongside our enquiry themes. The teaching of British Values, protected characteristics and personal development is also a key priority in the PSHE curriculum.

Knowledge organisers are used as a point of reference to support the acquisition of key vocabulary and sticky knowledge and can be used for both retrieval and self-quizzing practices.

All assessment practices allow teachers to garner evidence towards the PSHE curriculum end points and informs where subsequent teaching needs to focus to close any gaps. This evidence forms a capture of how well our children are performing across the school within PSHE.

Our Partnership has developed a comprehensive subject leadership toolkit. We have ensured that all subject leaders have received training on this. The document provides a range of monitoring tools including a methodology for checking the quality of education that pupils receive in PSHE. We call this methodology a 'focused review'. This tool allows us to monitor, check and connect evidence together to form robust judgements about the quality of education that pupils receive in PSHE. We use work scrutiny, pupil discussions and lesson visits effectively to achieve this.

Curriculum communication to parents

Communication with our parents' about how their children are performing in RSHE and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents twice a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.
- School website and year group pages inform parents what has been happening in the wider curriculum.
- Class Dojo inform parents specifically about a class within school on the day to day lessons and learning of this specific group of children. Children's achievements are celebrated on Class Dojo.
- Termly Newsletters will be communicated from each year group which will share the knowledge the children will be learning over the term and knowledge organisers for our enquiries will be shared.

Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

Children with additional needs

The curriculum is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with parents.

At our school we teach PSHE to all children, whatever their ability. PSHE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE teaching we provide learning

opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and scaffolding opportunities to assist with a child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, for example, a trip to study the local area, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Equal opportunities

It is important that teachers plan work that offers equal opportunity in respect of gender, race and ability. For example:

- by ensuring that activities are carefully thought out to meet the needs of all children and ensure scaffolds are available to the children who need more support.
- by ensuring that subjects are promoted to both sexes and that the materials used are attractive to all children
- by ensuring that multi-cultural themes are explored so that children are encouraged to develop awareness, interest and tolerance towards people and places beyond their immediate experience.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see appendix).

Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership Team through whole school. This is monitored through a range of monitoring tools including a methodology for checking the quality of education that pupils receive in PSHE and RSHE.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by the governing board and headteacher.

Appendix: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	