MURDISHAW WEST COMMUNITY PRIMARY SCHOOL

PHSE and RSE POLICY

Autumn 2026

Policy Title	PHSE and RSE POLICY
School/HBC	School
Written by	C Sarsfield
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Signed by Chair of Governors	D Cox
Date	
Review Date	

Intent

At Murdishaw West Primary School, PSHE along with the statutory Relationship Education, Relationships and Sex Education and Health Education is at the core of what we do and enables all children to become independent, confident, healthy and responsible members of society as well as developing the 'whole child' intellectually, morally, socially and spiritually in preparation for life in society now and in the future. Through our whole-school approach to PSHE, we believe that excellence in these areas will lead to excellence across the curriculum and beyond in later life.

Our PSHE curriculum follows the learning outcomes and core themes provided by the PSHE Association Programme of Study which is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. Through this, our children are equipped with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing

mental and physical health. With an ever-changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Weaving through the heart of our PSHE teaching, is a commitment to enhancing and promoting our core values; Collaborate, Achieve, Respect, Enjoy.

Implementation

At Murdishaw West Primary, PSHE plays a vital role in supporting our children, our school ethos and culture. We have a whole school approach and follow the SCARF PSHE program (Safety, Caring, Achievement, Resilience and Friendship) which links to the PSHE Association's Programmes of Study. This is taught weekly through discreet lessons which meets the statutory and non-statutory requirements of Relationship Education, Health Education and Sex Education and the National Curriculum as well as through a Growth Mindset approach, theme experiences, visitors, our school ethos and culture. It is now a statutory requirement for primary schools to deliver Health and Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born.

Parents have the right to request that their child be withdrawn from some or all of the non-statutory Sex Education our school teaches but not Relationships and Health Education. They do not have a right to withdraw their children from those aspects of Sex Education that are taught in the statutory National Curriculum Science. Parents are invited to view our resources and discuss any concerns with our staff. If parents have concerns about the non-statutory Sex Education content in year 5 and 6, relating to conception and contraception, they are welcome to discuss this with a member of staff.

Since extending our early years provision to include nursery from age two, we have worked closely with EYFS and senior leaders to ensure a coherent progression of knowledge and skills that deliberately builds from age 2 through each subsequent year group. Curriculum planning maps demonstrate age-appropriate milestones from the nursery into Reception and onward, so learning experiences in the early years intentionally prepares children for the next steps in PSHE. Teachers and TAs use consistent assessment approaches and adjust classroom practice to address gaps quickly as they progress through school.

Half termly units are covered by each year group, taught by teaching staff, through a spiral curriculum being explored in greater depth and resources tailored to each year group and to our specific children's needs. This enables them to build a toolkit of strategies and knowledge which they are able to apply in scenario-based lessons, giving the opportunities to ask questions and practise skills in a safe and caring environment:

- Me and my Relationships

- Valuing Difference

- Keeping Safe

- Rights and Respect

- Being my Best

- Growing and Changing.

To create a curriculum that focus' on what our children really need, we seek advice and support from experts in our local community and work with Halton Health Improvement Team, Community Support Officers and the local community to provide additional learning opportunities, relating to what is important for us: for example, swim safety (being near the canal) and crossing roads safely (being near the busway) etc.

We are incredibly passionate about equipping children with the skills and knowledge to develop positive mental health and wellbeing. We have achieved the '5 Ways to Wellbeing' Award and work with the Mental Health and Resilience (MHARS) Framework. We promote positive mental health and emotional wellbeing by using The Thrive Approach. We actively encourage mindfulness, a Growth Mindset and physical engagement to help our children be ready to learn.

It is important that our Learning for Life curriculum is taught in a practical way to encourage listening skills and debate. Therefore, teachers will make judgements on individual children's progress and evidence is collected through a combination termly pupil voice, a class floor book per class and use of social media to display children's thoughts, ideas and work. The effectiveness of teaching and learning is monitored through looking at planning, ensuring this matches the long term and medium-term planning, and using staff and pupil voice to assess the effectiveness of the curriculum in enhancing our children's learning experiences.

Impact

Our PSHE curriculum reflects the needs of our children by developing the whole child and promoting their personal, social, emotional and health needs and British Values. Children at Murdishaw West talk confidently about how to keep themselves safe both in and around school as well as online. They care for each other, accept and celebrate differences and support their peers in a way that demonstrates our core values (Collaborate, Achieve, Respect, Enjoy). As children progress through the school, their ability to articulate their feelings develops, they become more reflective and articulate when discussing various scenarios. Teachers assess children's progress regularly through questioning and observations which feeds into planning for further work. Regular 'pupil voice' and unit work demonstrated in class books provides evidence of children's knowledge, skills and understanding.