Beulah Junior School
Beulah Road • Thornton Heath • Croydon • CR7 8JF
Tel 020 8653 4921
E-mail: office@beulah-jun.croydon.sch.uk

Our Core Values
Success
Unity
Pride
Enjoyment
Respect

DRAFT PSHE and RSHE Policy

Approved by:	Full Governing Board following consultation with Parents and Carers	Date: November 2026
Next review due by:	November 2027	
NB: Parent and Carer consultation too place on 6th June 2026. Following three workshops throughout the day, this policy was amended to include agreed edits and additions from parents and carers. See Appendix 5 for more details.		

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Introduction

This policy sets out how Beulah Junior School delivers Personal, Social, Health and Economic (PSHE) Education, Relationships Education and Relationships and Sex Education (RSHE).

At Beulah Junior School, we believe that children should receive a broad and balanced curriculum that supports both academic achievement and personal development. Through PSHE and RSHE, pupils develop the knowledge, understanding and skills needed to stay safe, maintain healthy relationships, look after their physical and mental wellbeing and become responsible members of society.

Running through the heart of our school are our core values:

- **Success**
- **Unity**
- **Pride**
- **Enjoyment**
- **Respect**

These values underpin all aspects of school life and are reflected throughout the PSHE and RSHE curriculum.

Our thoughtful and supportive staff ensure that children are at the centre of everything we do. We have created a supportive, friendly and nurturing environment which enables all children to feel safe and know they are listened to.

Through a spiral curriculum, we are able to introduce complex topics to children in a way that is accessible, engaging and age appropriate. Sequential units of learning support pupils in revisiting key concepts and embedding learning over time.

We strive to ensure that all children believe in themselves and their abilities and develop an understanding that their future possibilities are endless.

The school uses the Kapow Primary PSHE and RSHE curriculum as the basis for planning and delivery, adapting provision where necessary to meet the needs of pupils and the context of the school community.

2. School Ethos and Vision
At Beulah Junior School we believe that education extends beyond academic achievement.
We strive to ensure that every child:

- feels safe, valued and respected
- develops confidence and resilience
- understands and celebrates diversity
- demonstrates empathy and kindness
- develops positive relationships
- understands how to keep themselves physically and emotionally safe
- becomes a responsible and active citizen
- believes in their own abilities and future potential

Our curriculum is designed to support children in becoming thoughtful, respectful and independent individuals who contribute positively to society.

Through a spiral curriculum approach, children revisit important concepts throughout their time at school, enabling learning to deepen and become more meaningful as they mature. This approach supports long term retention and allows children to build increasingly sophisticated understanding of themselves, their relationships and the world around them.

3. Aims of PSHE, Relationships Education and RSHE
The aims of our PSHE and RSHE curriculum are to:
Promote wellbeing
To support pupils in developing positive physical, emotional, social and mental wellbeing.
Support safeguarding
To help pupils recognise risks, understand personal boundaries and know how and when to seek support.
Develop healthy relationships
To equip pupils with the knowledge and skills needed to establish and maintain healthy, respectful and positive relationships.
Prepare children for the future
To prepare pupils for the opportunities, responsibilities and experiences of later life.
Promote equality and inclusion
To foster respect for diversity and challenge prejudice, discrimination and stereotypes.
Develop emotional literacy
To help pupils understand and manage their emotions effectively.
Encourage responsible citizenship
To support pupils in becoming active, responsible and informed members of their communities.
Support transition
To prepare pupils for puberty, adolescence and transition to secondary education.
Promote online safety
To help pupils navigate digital environments safely, responsibly and respectfully.
Reflect school values
To ensure that Success, Unity, Pride, Enjoyment and Respect are embedded throughout children's learning experiences.

4. Statutory Framework

This policy has been developed with reference to the following legislation and guidance:

- Children and Social Work Act 2017
- Education Act 1996
- Education and Inspections Act 2006
- Equality Act 2010
- Human Rights Act 1998
- Special Educational Needs and Disability Code of Practice
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance (September 2026)
- Department for Education guidance relating to Personal Development

This policy also reflects Beulah Junior School's responsibilities under the Public Sector Equality Duty and aligns with the school's Equality Information and Objectives Policy. The school is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups within the school community.

5. Definition of PSHE, Relationships Education and RSHE

PSHE Education

PSHE Education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills needed to manage their lives now and in the future.

It enables children to:

- stay healthy
- stay safe
- develop positive relationships
- manage emotions
- understand rights and responsibilities
- participate fully in society
- make informed decisions

Relationships Education

Relationships Education is statutory in all primary schools.

It teaches children about:

- families
- caring friendships
- respectful relationships
- online relationships
- being safe

The purpose of Relationships Education is to help children develop healthy, respectful and positive relationships throughout their lives.

Relationships, Sex and Health Education (RSHE)

At Beulah Junior School, RSHE includes statutory Relationships Education, statutory Health Education and age appropriate sex education.

The school teaches all statutory Relationships Education and Health Education requirements. In addition, the school follows the full Kapow Primary PSHE and RSHE curriculum, including selected non-statutory Relationships and Sex Education content. This includes carefully planned non-statutory sex education in Year 6 to support pupils' understanding of human development and prepare them for transition to secondary school. Teaching is delivered in a factual, age appropriate and sensitive manner.

6. Curriculum Intent

At Beulah Junior School, our curriculum intent is to provide a coherent, progressive and inclusive programme of learning that enables all pupils to:

- understand themselves and others
- develop healthy relationships
- appreciate diversity
- stay safe in both physical and digital environments
- become responsible citizens
- make informed decisions throughout life

The curriculum is designed to ensure that pupils leave Beulah Junior School with the knowledge, skills and attitudes necessary to flourish academically, socially and emotionally.
Learning is carefully sequenced so that children revisit key concepts regularly, enabling them to build on prior learning and deepen understanding over time.
The curriculum reflects:

- statutory requirements
- safeguarding priorities
- local community needs
- equality and inclusion principles
- children's developmental stages
- contemporary issues affecting young people

7. Curriculum Implementation

Beulah Junior School uses the Kapow Primary PSHE and RSE (RSHE) curriculum as the basis for planning and delivery. The curriculum follows a spiral model which enables pupils to revisit learning and build increasingly sophisticated understanding over time.
The curriculum is organised around six key strands:

- My Healthy Self
- Connecting with Others
- The Online World
- Citizenship
- Growing Up
- Staying Safe

These themes are taught progressively across Key Stage 2 through carefully sequenced units that support both knowledge acquisition and skill development.
The curriculum is adapted where appropriate to meet the needs of pupils and the context of the school community.

In addition to the statutory Relationships Education and Health Education curriculum, Beulah Junior School follows the full Kapow Primary PSHE and RSHE programme. This includes carefully selected non-statutory Relationships and Sex Education content that supports pupils' personal development and prepares them for adolescence and secondary education. All content is delivered in an age appropriate, factual and sensitive manner and is regularly shared with parents through the school's consultation processes. With the changes in statutory guidance, parent and carer consultation took place on 6th June 2026. See Appendix 5 for the agreed outcomes.

In Year 5, the school supplements learning about puberty with a carefully selected child friendly text to support pupils' understanding of wet dreams in an age appropriate manner.
In Year 6, pupils receive additional non statutory sex education as part of preparation for secondary education and adolescence.

8. Curriculum Content and Progression
The PSHE, Relationships Education and RSHE curriculum at Beulah Junior School is carefully sequenced to ensure that learning is progressive, age appropriate and responsive to pupils' developmental needs. Through the Kapow Primary curriculum, pupils revisit key concepts regularly, allowing knowledge, understanding and skills to deepen over time. This spiral approach supports long term learning and enables children to make meaningful connections between different aspects of personal development.

The curriculum is organised around six key strands:
My Healthy Self
Pupils learn about:

- physical health
- emotional wellbeing
- healthy lifestyles
- personal hygiene
- mental health
- self esteem
- resilience
- puberty
- making healthy choices

Connecting with Others
Pupils learn about:

- families
- friendships
- respectful relationships
- communication
- kindness
- empathy
- managing conflict
- teamwork
- cooperation

The Online World

Pupils learn about:

- online relationships
- digital citizenship
- online safety
- privacy
- personal information
- cyberbullying
- digital footprints
- responsible technology use

Citizenship

Pupils learn about:

- rights and responsibilities
- democracy
- diversity
- equality
- community
- British Values
- active citizenship
- social responsibility

Growing Up

Pupils learn about:

- human development
- body changes
- puberty
- emotional changes
- personal identity
- reproduction
- preparing for adolescence

Staying Safe

Pupils learn about:

- personal safety
- risk management
- consent
- trusted adults
- safeguarding
- emergency situations
- recognising unsafe situations
- seeking support

The curriculum reflects both statutory requirements and the safeguarding priorities identified within Beulah Junior School's wider safeguarding provision.

9. Relationships Education

Relationships Education is statutory in all primary schools and forms the foundation of our PSHE curriculum.

At Beulah Junior School, Relationships Education aims to support pupils in developing positive, respectful and healthy relationships with themselves and others.

Pupils are taught that relationships should be based on:

- kindness
- honesty
- trust
- respect
- equality
- empathy
- mutual understanding

Teaching recognises and celebrates the diversity of modern family life while promoting respect for all members of the school community.

Families and People Who Care for Me

Pupils learn that:

- families are important for children growing up
- families can look different from one another
- stable and caring relationships provide security and support
- children can seek help from trusted adults when needed

Caring Friendships

Pupils learn:

- how friendships develop
- the characteristics of positive friendships
- how to resolve disagreements appropriately
- how to recognise unhealthy friendships
- how to seek support when friendships become difficult

Respectful Relationships

Pupils learn:

- the importance of respect
- valuing differences
- challenging stereotypes
- treating others fairly
- recognising discrimination
- developing positive communication skills

Online Relationships
Pupils learn:
- how online relationships differ from face to face relationships
- how to stay safe online
- how to identify unsafe situations
- how to report concerns
- the importance of respectful online behaviour

Being Safe
Pupils learn:
- personal boundaries
- privacy
- consent in age appropriate contexts
- recognising inappropriate behaviour
- seeking help from trusted adults

10. Health Education
Health Education is statutory in primary schools and forms a key component of our curriculum.
The aim is to support pupils in developing lifelong habits that promote physical, emotional and mental wellbeing.

Mental Wellbeing
Pupils learn:
- that mental wellbeing is part of overall health
- how feelings and emotions change over time
- strategies for managing emotions
- resilience and coping skills
- how and when to seek support

Physical Health and Fitness
Pupils learn:
- the importance of regular exercise
- healthy lifestyle choices
- rest and sleep
- nutrition and hydration
- maintaining physical wellbeing

Healthy Eating
Pupils learn:
- principles of balanced nutrition
- making healthy food choices
- understanding food groups
- the importance of hydration

Health and Prevention
Pupils learn:
- personal hygiene
- oral health
- preventing illness
- healthy routines
- basic first aid awareness

Changing Adolescent Body
Pupils learn:

- physical changes associated with puberty
- emotional changes associated with puberty
- personal hygiene during puberty
- managing change positively

Teaching is carefully planned to ensure pupils feel safe, informed and supported.

11. Non Statutory Sex Education
Although primary schools are not required to teach sex education beyond the National Curriculum for Science, Beulah Junior School believes that carefully planned and age appropriate teaching supports pupils' preparation for secondary education and adolescence.
The school therefore provides additional non statutory sex education in Year 6.
This provision is delivered sensitively and professionally and complements learning in Relationships Education, Health Education and Science.

Teaching may include:

- human reproduction
- conception
- pregnancy
- birth
- sexual relationships within the context of healthy adult relationships

Teaching is:

- factual
- age appropriate
- inclusive
- sensitive
- responsive to pupils' needs

The purpose of this learning is not to encourage early sexual activity but to ensure that pupils leave primary school with accurate information and a secure understanding of human development.

Year 5 Adaptation
As part of the puberty unit, Beulah Junior School uses a carefully selected child friendly text to support pupils' understanding of wet dreams and nocturnal emissions. The book is called Growing Up for Boys: Everything You Need to Know by Dr Emily MacDonagh.
This adaptation reflects the school's commitment to ensuring that all pupils receive accurate, accessible and age appropriate information about physical development.

12. Teaching and Learning Approaches

Teaching within PSHE and RSHE is delivered through a range of evidence informed approaches that actively engage pupils and promote meaningful learning.

Strategies include:

- discussion
- collaborative learning
- questioning
- reflection
- role play
- scenarios
- problem solving activities
- case studies
- circle time
- anonymous question opportunities

Teachers establish clear ground rules to create a safe and respectful learning environment.
Pupils are encouraged to:

- listen respectfully
- value differing viewpoints
- ask questions appropriately
- contribute thoughtfully
- maintain confidentiality where appropriate

Teachers use professional judgement when responding to questions and ensure responses are:

- factual
- age appropriate
- inclusive
- consistent with safeguarding responsibilities

Where questions fall outside the planned curriculum, staff may choose to address them individually, at a later stage, or in consultation with parents where appropriate.

13. Use of External Visitors

External visitors may occasionally contribute to learning where their expertise enhances curriculum delivery.
Examples may include:

- health professionals
- community organisations
- safeguarding specialists
- mental health practitioners

External visitors do not replace the role of the class teacher.
Teachers remain responsible for:

- curriculum content
- safeguarding
- classroom management
- ensuring information is accurate and appropriate

All visitors are expected to comply with school safeguarding procedures and professional expectations in line with Beulah Junior School's safeguarding arrangements.

14. Assessment, Monitoring and Pupil Progress

Assessment within PSHE and RSHE focuses primarily on pupils' knowledge, understanding and personal development.

Assessment methods may include:

- discussion
- observation
- pupil reflection
- self assessment
- questioning
- learning activities
- pupil voice

Assessment is not used to judge personal beliefs or experiences.

Instead, it supports teachers in:

- identifying misconceptions
- adapting future teaching
- monitoring curriculum effectiveness
- ensuring progression over time

Pupils are encouraged to reflect on their own learning and identify how knowledge and skills can be applied in everyday life.

15. Impact

The impact of the PSHE, Relationships Education and RSHE curriculum is measured through a range of qualitative and quantitative evidence.

The school aims for pupils to leave Beulah Junior School with the knowledge, understanding and skills needed to:

- maintain positive physical, emotional and mental wellbeing
- develop healthy and respectful relationships
- understand how to stay safe both online and offline
- demonstrate resilience and confidence
- recognise and manage risk appropriately
- understand equality, diversity and inclusion
- seek support when needed
- contribute positively to their community

The impact of the curriculum is evaluated through:

- pupil voice activities
- lesson observations
- learning walks
- assessment activities
- work scrutiny
- staff feedback
- governor monitoring
- safeguarding information and trends
- behaviour and wellbeing information

Leaders use this information to identify strengths, inform future curriculum development and ensure that provision continues to meet the needs of all pupils.

16. Equality, Diversity and Inclusion

Beulah Junior School is committed to creating a learning environment where every child feels valued, respected and able to achieve their full potential.

The school recognises its responsibilities under the Equality Act 2010 and actively promotes equality of opportunity, eliminates discrimination and fosters positive relationships across the school community. Our PSHE and RSHE curriculum plays a significant role in supporting these aims by helping pupils develop understanding, empathy and respect for others.

Teaching promotes:

- inclusion
- fairness
- mutual respect
- understanding of diversity
- positive relationships
- equality of opportunity

Pupils are encouraged to challenge stereotypes, celebrate differences and recognise the value that diversity brings to society.

The curriculum reflects the diverse world in which our pupils live and helps prepare them to participate positively within modern Britain.

17. Protected Characteristics

In accordance with the Equality Act 2010, teaching promotes understanding and respect for people with protected characteristics.

These include:

- age
- disability
- race
- religion or belief
- sex
- sexual orientation
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership

Teaching is delivered in an age appropriate manner and focuses on promoting respect, dignity and inclusion.

The school does not tolerate discrimination, prejudice, harassment or bullying of any kind.

Learning opportunities encourage pupils to:

- recognise similarities and differences
- challenge stereotypes
- understand fairness and equality

- develop empathy and understanding
- respect individual rights and freedoms

This approach reflects the school's commitment to fostering good relations between different groups and advancing equality of opportunity.

18. Special Educational Needs and Disabilities (SEND)

Beulah Junior School believes that all pupils are entitled to access high quality PSHE and RSHE regardless of need, ability or background.

The curriculum is adapted to ensure that all pupils can access learning successfully.

Teachers consider:

- cognitive development
- communication needs
- social and emotional development
- prior knowledge and understanding
- individual learning profiles

Appropriate adaptations may include:

- visual supports
- pre teaching vocabulary
- scaffolded activities
- additional adult support
- adapted resources
- alternative methods of recording

Staff recognise that some pupils with SEND may be more vulnerable to exploitation, abuse or misunderstanding of relationships and personal boundaries.

Consequently, appropriate PSHE and RSHE provision forms an important part of safeguarding and personal development for these pupils. This approach is consistent with Beulah's safeguarding responsibilities and recognition of the additional vulnerabilities that some pupils may experience.

19. Safeguarding

Safeguarding is at the heart of all PSHE and RSHE provision.

The school recognises that effective Relationships Education and RSHE contribute directly to safeguarding by helping children:

- recognise unsafe situations
- understand personal boundaries
- identify trusted adults
- develop confidence to seek help
- recognise healthy and unhealthy relationships
- understand online risks
- develop protective behaviours

Safeguarding is everyone's responsibility. The curriculum supports pupils in understanding how to stay safe and where to access support if they are worried about themselves or others.

The curriculum also supports awareness of safeguarding issues including:

- bullying
- cyberbullying
- child on child abuse
- sexual harassment
- online safety
- exploitation
- radicalisation
- domestic abuse
- mental health concerns
- grooming

Teaching is designed to be preventative and protective, equipping pupils with knowledge before risks arise.

20. Confidentiality and Disclosures

Teachers establish clear expectations regarding confidentiality at the start of lessons.
Pupils are encouraged to participate openly and respectfully, but are also reminded that:

- personal information should not be shared unnecessarily
- confidentiality cannot always be guaranteed
- safeguarding concerns must be reported

Staff will never promise to keep information secret if a child may be at risk of harm.
Where a pupil discloses information that raises safeguarding concerns, staff will:

- listen carefully
- reassure the pupil
- avoid asking leading questions
- explain what will happen next
- follow safeguarding procedures

Concerns will be reported to the Designated Safeguarding Lead in accordance with school policy.

21. Designated Safeguarding Leadership

The Designated Safeguarding Lead (DSL) for Beulah Junior School is:
Mrs B Warwick (Head Teacher)
Deputy Designated Safeguarding Leads are:
Miss C Budd
Miss R Ofosuhene
The DSL team provides support and advice regarding safeguarding matters arising from PSHE and RSHE lessons and ensures that appropriate action is taken when concerns are identified.

22. Online Safety and Digital Relationships

Online safety is embedded throughout the curriculum rather than taught as a standalone topic.
Pupils learn:

- how to communicate safely online
- how to build positive digital relationships
- how to protect personal information
- how to recognise online risks

- how to report concerns
- how to critically evaluate online content
- how to manage their digital footprint

As technology continues to evolve, pupils are increasingly exposed to online influences, social media and digital communication.

The curriculum therefore supports pupils in becoming safe, responsible and respectful digital citizens. This approach aligns with Beulah Junior School's safeguarding expectations regarding online safety, filtering, monitoring and digital wellbeing.

23. Mental Health and Emotional Wellbeing

Promoting positive mental health is a central aspect of the school's PSHE provision.
Pupils are taught:

- how to recognise emotions
- strategies for managing feelings
- resilience and coping skills
- the importance of seeking support
- how relationships can affect wellbeing
- how to support others appropriately

Teaching promotes a culture where mental health is discussed openly and positively.
Children are encouraged to recognise that experiencing difficult emotions is a normal part of life and that support is available when needed.

This reflects the school's commitment to ensuring that children feel safe, supported and listened to.

24. Working with Parents and Carers

Beulah Junior School recognises that parents and carers are children's first educators and play a vital role in supporting personal development.

The school seeks to establish positive partnerships with families by:

- sharing information about the curriculum
- providing opportunities for discussion
- consulting on policy development
- responding to questions and concerns
- making resources available where appropriate

The school believes that open communication between home and school strengthens learning and supports children's wellbeing.
Parents and carers are encouraged to contact the school if they have questions about any aspect of the curriculum.
The school welcomes feedback from parents and carers regarding all aspects of its PSHE, Relationships Education and RSHE provision. Any concerns should be discussed with the class teacher or Head Teacher in the first instance. Where concerns cannot be resolved informally, parents and carers may make a complaint in accordance with the school's Complaints Policy.

25. Consultation with Parents and Carers
In line with statutory guidance, parents and carers will be consulted when significant changes are made to the policy or curriculum.

Consultation may include:
- information sessions
- curriculum information sharing
- surveys
- meetings
- policy review opportunities

The views of parents and carers are valued and considered as part of the school's ongoing curriculum development process. See Appendix 5 for outcome of consultation which took place on 6th June 2026.

Final responsibility for curriculum decisions rests with the school and Governing Board.

26. Parents' Right to Withdraw
Parents cannot withdraw their child from:
- statutory Relationships Education
- statutory Health Education
- National Curriculum Science

Parents may request withdrawal from identified elements of non statutory sex education taught in Year 6. Requests should be made in writing to the Head Teacher.

The Head Teacher will:
1. Meet with parents or carers.
2. Explain the curriculum content.
3. Discuss any concerns.
4. Consider the child's needs and circumstances.
5. Confirm arrangements in writing.

Where withdrawal is agreed, appropriate alternative educational provision will be made.
The school encourages parents to discuss any concerns before making a formal request and will seek to work collaboratively to support pupils' learning and wellbeing.

27. Roles and Responsibilities
The Governing Board
The Governing Board is responsible for:
- approving this policy
- ensuring statutory requirements are met
- monitoring the effectiveness of the policy
- ensuring appropriate resources are available to support implementation
- receiving reports relating to curriculum effectiveness and pupil outcomes
- supporting the school's commitment to equality, safeguarding and inclusion

A named governor with responsibility for Personal Development and Well Being will monitor implementation of this policy and report to the Governing Board.
The Governing Board will review the policy annually and ensure that it remains compliant with current legislation and statutory guidance.

The Head Teacher
The Head Teacher is responsible for:

- ensuring the policy is implemented effectively
- ensuring statutory requirements are met
- supporting staff in delivering the curriculum
- monitoring curriculum quality and consistency
- overseeing parental consultation processes
- managing requests for withdrawal from non statutory sex education
- ensuring appropriate safeguarding arrangements are in place

At Beulah Junior School, the Head Teacher is: **Mrs B Warwick**

The PSHE and RSHE Lead
The PSHE and RSHE Lead is responsible for:

- curriculum development
- monitoring teaching and learning
- supporting staff with planning and resources
- ensuring curriculum progression
- maintaining high quality provision
- reviewing curriculum effectiveness
- identifying professional development needs
- ensuring resources remain appropriate and current

At Beulah Junior School, the PSHE and RSHE Lead is: **Mrs B Warwick**

Designated Safeguarding Lead
The Designated Safeguarding Lead supports the implementation of this policy by ensuring that safeguarding considerations remain central to curriculum delivery.
Responsibilities include:

- advising staff on safeguarding matters arising from lessons
- managing concerns and disclosures
- supporting staff in responding appropriately to sensitive issues
- ensuring safeguarding procedures are followed
- working with external agencies where appropriate

The Designated Safeguarding Lead is:
Mrs B Warwick
Deputy Designated Safeguarding Leads are:
Miss C Budd
Mrs R Ofosuhene

Teaching Staff
Teaching staff are responsible for:

- delivering the curriculum in accordance with this policy
- creating safe and respectful learning environments
- establishing clear classroom expectations
- responding appropriately to pupils' questions
- identifying and reporting safeguarding concerns
- adapting provision to meet individual needs
- promoting inclusion and equality

All staff are expected to model the school's values of Success, Unity, Pride, Enjoyment and Respect.

Parents and Carers
Parents and carers are encouraged to:

- support their child's learning
- engage positively with the curriculum
- discuss learning with their child where appropriate
- communicate any concerns with the school
- work in partnership with staff to support pupil wellbeing

The school values parents and carers as essential partners in children's education and development.

28. Professional Development and Staff Training
Beulah Junior School is committed to ensuring that all staff have the knowledge, confidence and skills required to deliver high quality PSHE and RSHE.

Training may include:

- statutory guidance updates
- safeguarding
- online safety
- puberty education
- inclusion and SEND
- equality and diversity
- responding to sensitive questions
- mental health and wellbeing
- curriculum implementation

Staff receive safeguarding training in accordance with school and local authority requirements and receive regular updates throughout the year.

Professional development opportunities are reviewed regularly to ensure staff remain informed about current guidance and emerging issues affecting children and young people.

29. Monitoring, Evaluation and Review
The quality and effectiveness of PSHE and RSHE provision will be monitored through:

- lesson observations
- learning walks
- planning scrutiny

- work sampling
- pupil voice activities
- staff feedback
- governor monitoring
- curriculum reviews

Monitoring focuses on:

- curriculum coverage
- progression
- pupil engagement
- safeguarding effectiveness
- inclusion
- quality of teaching and learning

Feedback from pupils, staff, governors and parents contributes to ongoing curriculum development.
The PSHE and RSHE curriculum will be reviewed regularly to ensure that it remains:

- relevant
- inclusive
- accurate
- age appropriate
- responsive to emerging needs

30. Policy Review

This policy will be reviewed annually by the Head Teacher and Governing Board.
It may also be reviewed sooner if:

- legislation changes
- statutory guidance changes
- local safeguarding requirements change
- significant curriculum developments occur
- monitoring identifies the need for revision

Appendix 1

Beulah Junior School PSHE and RSHE Curriculum Overview

The school follows the Kapow Primary PSHE and RSE (RSHE) curriculum.

The curriculum is organised around six strands:

My Healthy Self
Connecting with Others
The Online World
Citizenship
Growing Up
Staying Safe

Year 3

- My healthy self: How can I take care of my mind and body?
- Connecting with others: What helps us feel safe and included?
- The online world: How should we communicate online?
- Citizenship: What rights and responsibilities do we have?
- Health protection
- Careers and aspirations

Year 4

- Healthy choices
- Respecting others
- Trusting information online
- Financial education
- Growing up
- Staying safe

Year 5

- Supporting mind and body
- Healthy relationships
- Online influence
- Community responsibility
- Growing up and puberty
- Financial awareness

This includes Beulah's additional teaching resource relating to wet dreams and puberty.

Year 6

- Future health
- Standing up for self and others
- Online influence and identity
- Rights and responsibilities
- Staying safe as young people
- **Non statutory sex education**

The detailed curriculum map is maintained separately and reviewed annually.

Appendix 2
Parent Withdrawal Procedure
Parents wishing to request withdrawal from non statutory sex education should:
Step 1
Contact the Head Teacher.
Step 2
Attend a discussion meeting with the Head Teacher.
Step 3
Review curriculum content and teaching materials.
Step 4
Receive confirmation of agreed arrangements.
Step 5
Alternative educational provision will be provided where appropriate.
The school strongly encourages discussion prior to any withdrawal request.

Appendix 3
Statutory Relationships Education Outcomes
By the end of primary school, pupils should know:
Families and People Who Care for Me

- families are important
- families can take many forms
- healthy family relationships provide love and security

Caring Friendships

- characteristics of healthy friendships
- managing conflict positively
- seeking support when needed

Respectful Relationships

- respect and kindness
- equality and fairness
- recognising inappropriate behaviour

Online Relationships

- staying safe online
- respectful communication
- reporting concerns

Being Safe

- personal boundaries
- consent in age appropriate contexts
- trusted adults
- seeking help and support

These outcomes are taught progressively through the Kapow curriculum and revisited throughout Key Stage 2.

Appendix 4
Related Policies and Documents
This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Equality Information and Objectives Policy
- Behaviour Policy
- Online Safety Policy
- Anti Bullying Policy
- SEND Policy
- Complaints Policy
- Attendance Policy
- Curriculum Policy

Appendix 5
Edits and additions following the parents' and carers' consultations (which took place on 6th June 2026):

1. Agreement to keep in Non Statutory Sex Education for Yr 6 only. This will always be made explicitly clear to all parents and carers. There will also be opportunities to view content prior to the teaching taking place.
2. Appendix 2 was broken down into steps to give a clear path for withdrawal and the opportunity for parents and carers to speak to the Head Teacher.