

Subject policy prompts

This document is designed to support primary schools in developing a comprehensive RSE & PSHE policy using the 'Three I's' framework: Intent, Implementation, and Impact. This structured approach ensures a clear understanding of the curriculum's goals, teaching strategies, and methods for assessing pupil progress.





This document provides examples and key questions for each section of the policy, helping you to create an RSE & PSHE curriculum that is both effective and tailored to your school's specific needs. It is a valuable tool for ensuring a coherent, well-structured approach to RSE & PSHE.

- **Intent:** the overarching goals of the RSE & PSHE curriculum are aligning educational values and preparing pupils for future learning.
- **Implementation:** how the curriculum is delivered, including teaching methods, resource management, and ensuring engagement for all pupils.
- **Impact:** measuring progress and outcomes in RSE & PSHE, evaluating curriculum effectiveness, and supporting continuous improvement in teaching practices.

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What does the curriculum intend to do?

The intent of an RSE & PSHE subject policy provides a clear framework for setting your school's goals in teaching RSE & PSHE. It defines the purpose of RSE & PSHE education, ensures it aligns with your school's values, sets expectations for pupil learning, and prepares them for the future.

What are the goals and purposes of our RSE & PSHE curriculum?

- Why is RSE & PSHE important in our school?
- How does the RSE & PSHE curriculum align with our school's values and ethos?
- What key objectives do we aim to achieve through our RSE & PSHE teaching?

How does our RSE & PSHE curriculum benefit pupils' overall development?

- How will studying RSE & PSHE shape pupils' perception and understanding of different cultures, societal norms and relationships?
- How does the curriculum contribute to pupils' personal development and well-being, such as teamwork and communication, and promote critical thinking, problem-solving, and analytical skills?

How does our RSE & PSHE curriculum prepare pupils for future learning and support transitions between key stages?

- What foundational knowledge and skills are critical as pupils progress through different key stages?
- How do we scaffold learning to build on prior knowledge and ensure consistency and progression?
- What strategies are in place to support smooth transitions between key stages?

How do we ensure that RSE content is compliant with statutory and non-statutory guidance, is sensitive and age-appropriate for pupils?

- How are lessons structured to ensure alignment with national requirements while also being relevant to children's experiences and age range?
- What is our standpoint on sex education (non-statutory content) and when is this taught?
- How does our curriculum promote inclusivity and diversity?
- How does our school ensure compliance with the relevant provisions of the Equality Act 2010? (Please see The Equality Act 2010 and schools: Departmental advice.)
- At which point do we consider it appropriate to teach pupils about LGBT, ensuring the content is integrated into our programme of study?
- How is the teaching of British Values integrated into RSE lessons?



How do we ensure our RSE & PSHE curriculum is inclusive and supports the needs of all pupils?

- How do we ensure that all pupils, regardless of background, have equal access to RSE & PSHE learning?
- What strategies do we use to support pupils with different learning needs in RSE & PSHE?

Does our RSE & PSHE curriculum support learning across other subjects?

- How is RSE & PSHE linked with other subjects?
- What projects or activities do we incorporate to enhance cross-curricular opportunities?

What skills and long-term benefits do we aim to develop through RSE & PSHE?

- What key concepts and skills do we want pupils to develop?
- How does our curriculum prepare pupils for the next stage of their education?
- What long-term benefits do we expect pupils to gain from learning RSE & PSHE?
- What opportunities do we provide for pupils to explore RSE & PSHE-related careers and industries?



How is the curriculum implemented?

The implementation stage of your RSE & PSHE policy details how educational plans are implemented in the classroom. It focuses on practical strategies for delivering engaging lessons, managing resources effectively, and using assessment data to improve teaching. This phase is crucial for turning your curriculum goals into meaningful learning experiences for all pupils.

How is our RSE & PSHE curriculum structured and delivered?

- How is the curriculum sequenced to build on prior knowledge?
- What teaching methods do we use to deliver RSE & PSHE lessons?
- What adaptive teaching strategies and technology do we use to meet diverse needs?
- What timetabling strategies do we use to ensure effective delivery across all year groups?
- How is RSE & PSHE planned and timetabled to ensure the relevant statutory guidance for the school is met?
- What resources do we use to support teaching and learning and how do we ensure they remain relevant and up to date?

How do we ensure RSE & PSHE effectively meets the needs of all pupils?

- How do we ensure lessons are engaging, age-appropriate and accessible to all pupils, including those with diverse learning needs?
- What role do technology, multimedia resources, reflective discussions, scenario-based learning and role-play activities play in enhancing the curriculum?
- What importance do we place on creating a safe and supportive environment for all pupils during RSE lessons?

How do we support teachers in delivering RSE & PSHE?

- How do we support teachers in developing their subject knowledge and confidence in teaching RSE & PSHE?
- What professional development opportunities do we provide for staff?

What progress will children make?

The impact section of your policy measures and assesses progress in RSE & PSHE. It looks at how well your curriculum and teaching help pupils achieve and understand how RSE & PSHE applies to the real world. This section helps you improve the learning experience, ensuring all pupils receive the support they need for a successful RSE & PSHE education.

How do we assess and measure pupils' progress in RSE & PSHE?

- What formative and summative assessments are used to measure progress?
- How do we document and showcase pupils' progression in their work?
- How do we track and record individual pupil progress over time?
- How do we ensure consistency in assessment across different classes and year groups?
- How do we analyse outcomes for various groups, such as by gender, ethnicity, and special educational needs?

How is assessment data used?

- How do we use assessment data to inform future teaching and curriculum planning?
- How do we ensure continuous improvement in the teaching and learning of RSE & PSHE?
- How do we identify gaps in knowledge and adjust our curriculum accordingly?

How do we evaluate the effectiveness of the RSE & PSHE curriculum?

- What evidence do we collect to evaluate the effectiveness of our RSE & PSHE curriculum?
- How do we incorporate pupil voice and feedback in our evaluation processes?
- How do we incorporate feedback from stakeholders, including pupil voice and teacher reflections, in curriculum evaluation?
- How is evaluation information shared and used by stakeholders (e.g. school leaders, governors, parents)?

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