



'Let your light shine!'



*Make your light shine, so others will see the good you do and will praise your Father in heaven.
Matthew 5:16*

Waterhouses CE Primary Academy and Nursery

Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) curriculum parents, pupils, and staff.

Introduction

In May 2026, Waterhouses CE Primary Academy and Nursery conducted three complementary surveys to gather feedback on the Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) curriculum from parents, pupils, and staff.

This analysis below summarises the key findings from each group and identifies common themes and areas for development.

Parent Survey feedback

PSHE and Relationships and Sex Education (RSE)

Survey Overview

School conducted a parent survey to gather feedback on the Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) curriculum. The survey was distributed to 74 families.

A total of 20 families returned the survey, representing approximately 27% of our families.

Key Findings

The feedback received was overwhelmingly positive.

Of the 20 responses:

- **19 families (95%)** expressed positive views regarding the PSHE and RSE provision.

- **1 family (5%)** disagreed with their child participating in RSE learning.

Positive Feedback

The majority of parents indicated strong support for the school's approach to PSHE and RSE.

Parents appreciated the age-appropriate content, the emphasis on healthy relationships, and the school's commitment to delivering education that prepares children for life in a safe and respectful manner.

Specific Concern and Resolution

One family raised an objection to their child receiving RSE education. In response, a meeting was arranged with the parent to discuss the school's curriculum, website resources, policy documentation, and the age-appropriateness of the RSE programme. The discussion provided an opportunity to clarify the content, delivery methods, and safeguarding considerations.

Following the meeting, the family expressed increased confidence in the school's ability to deliver an age-appropriate curriculum. They appreciated the transparency and the opportunity to engage directly with staff on this matter.

Actions Arising from the Survey

The following actions have been identified and are being progressed:

1. **Detailed Long-Term Plan:** One family requested a more comprehensive long-term plan for PSHE and RSE. This will be developed and published in September 2026, in alignment with the implementation of the new PSHE / RSE curriculum.
2. **Year 5 Curriculum Review (KAPOW):** One family raised questions regarding specific content within the Year 5 curriculum provided by KAPOW. The school contacted KAPOW directly, and following constructive dialogue, the publisher amended the wording of the relevant curriculum materials to address the concerns raised.

Conclusion

The parent survey has provided valuable feedback that affirms the school's PSHE and RSE provision while highlighting areas for further development.

The overwhelmingly positive response, combined with the constructive engagement from the family who initially expressed concerns, demonstrates the effectiveness of open communication and the school's commitment to partnership with parents.

The actions identified will further strengthen curriculum transparency and responsiveness to parental views.

The school remains dedicated to delivering high-quality, age-appropriate PSHE and RSE education that supports the holistic development of all pupils.

Pupil Voice feedback

Survey Overview

We asked children for their pupil voice on Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) curriculum through surveys with children in Key Stage 1 and Key Stage 2.

This feedback provides valuable insight into pupils' enjoyment of the lessons and their suggestions for future topics.

Key Stage 2 – Pupil Voice (40 Children)

Overall Enjoyment and Usefulness

The responses from the 40 Key Stage 2 pupils indicated a generally positive view of PSHE and RSE lessons. The majority of children reported that they either "really enjoy" the lessons and find them useful, or that the lessons "are okay and useful". Only one child stated that they do not enjoy the lessons.

Topics Pupils Would Like to Learn About

Key Stage 2 pupils suggested the following areas for future learning:

- How to deal with problems and worries
- What it is like when you grow up and whether you will still have friends
- Issues of life
- Safety out of school
- Keeping safe online
- Body parts
- Emotions
- More about laws
- The three rules of school
- People who are different from me
- Caring for the environment and animals
- Careers
- Understanding money
- Understanding why we have fire and lockdown practices
- How to help others

Key Stage 1 – Pupil Voice (29 Children)

Overall Responses

A survey was also conducted with 29 Key Stage 1 children. Responses were mixed. It has been noted that the survey format will be simplified for next year to better suit the age and developmental stage of the children.

Topics Pupils Would Like to Learn About

Key Stage 1 pupils suggested the following areas for future learning:

- Growing up
- Different people
- Feelings and emotions

- Using laptops, computers and tablets

Conclusion and Next Steps

The pupil voice surveys have provided useful insight into children's perceptions of PSHE and RSE across both key stages.

Key Stage 2 pupils demonstrated strong engagement, with clear and thoughtful suggestions that align well with the school's safeguarding and personal development priorities. The single negative response will be followed up sensitively to understand the child's perspective.

For Key Stage 1, the decision to simplify the survey next year will support more accurate and age-appropriate feedback.

The school remains committed to using pupil voice to inform curriculum development, ensuring that PSHE and RSE lessons continue to be relevant, engaging, and responsive to the needs and interests of all children.

Staff Feedback Survey

Survey Overview

Staff who teach PSHE / RSE were asked to provide feedback on the Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) curriculum and its delivery.

The survey sought to understand staff views on teaching resources and overall effectiveness of the programme.

Key Findings

Positive Views on Teaching and Delivery

Staff responses were positive regarding the teaching and delivery of PSHE and RSE learning across the school.

Colleagues expressed confidence in the quality of the curriculum and its implementation, highlighting the value it brings to pupils' personal development and wellbeing.

Use of Resources

Staff indicated they use the KAPOW scheme as the core resource for PSHE and RSE. However, they also reported that they occasionally supplement KAPOW with additional resources and websites. This flexibility allows teachers to tailor lessons more precisely to the specific learning needs and developmental stage of their particular cohort, ensuring content remains relevant and engaging for all pupils.

Overall Themes and Recommendations

Across all three groups, there is clear evidence of strong support for the school's PSHE and RSE curriculum.

Key themes include:

- **Age-appropriateness and transparency:** Parents and children value clear communication about content, particularly for younger children.
- **Relevance and engagement:** Pupils' suggestions demonstrate a desire for practical, real-life topics that support emotional wellbeing, safety, and future readiness.
- **Professional flexibility:** Staff appreciate a core scheme (KAPOW) while retaining autonomy to adapt resources to cohort needs.

Next steps:

Immediate Actions – Summer Term 2026

- **Policy Update:** Review and update the existing PSHE / RSE policy.
- **Consultation:** Conduct consultation on the new policy with stakeholders.
- **Scheme of Work:** Update the current scheme of work to reflect feedback and best practice.
- **Long-Term Plan** in line with the new curriculum.
- **Website:** Update the school website with current PSHE / RSE information and resources.

July 2026 – Meet the Teacher

All staff to include a clear PSHE / RSE overview during the 'Meet the Teacher' sessions in July 2026. This will ensure parents are well-informed about the curriculum content, approach, and how it supports their child's personal development from the start of the new academic year.

September 2026 Onwards – Implementation

- **Knowledge Organisers / Termly Letters:** From September 2026, staff will ensure that PSHE / RSE is explicitly included in Knowledge Organisers or termly letters to parents, clearly stating the main learning objectives and key vocabulary for each unit.
- **Class Pages:** Staff will add sample lessons and links to resources used onto class pages from September 2026 to increase transparency and support home learning.
- **Floor Books:** Staff will begin using PSHE / RSE Floor Books from September 2026 to record and celebrate pupil learning and progress.

Professional Development and Enrichment

- Attend Network sessions and other relevant training to remain up to date with best practice and statutory requirements.
- Explore and engage additional visitors or external partners who can enhance and support curriculum delivery.
- Review and strengthen the links between PSHE and other aspects of Personal Development across the school.

- Develop a detailed subject action plan to guide ongoing improvement and monitoring.

Conclusion

As a school the surveys confirm strong support for the current PSHE and RSE provision.

The positive feedback on both delivery and the balanced use of KAPOW alongside supplementary resources demonstrates a professional and responsive approach by staff. This flexibility contributes to high-quality, child-centred learning experiences that meet the diverse needs of the school community.

This approach demonstrates the school's commitment to responding positively to parents' feedback and continuously improving the quality and visibility of PSHE and RSE at Waterhouses CE Primary Academy and Nursery.

By implementing these measures, we will ensure that all pupils receive a rich, relevant, and well-supported programme that prepares them for life in modern Britain.

Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) remain central to our curriculum and its delivery.

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