

Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSE) Policy

Date Created	November 2020
Date Modified & Agreed	January 2026
Revision Due	January 2027

This policy is written by the Head Teacher in conjunction with the Governors. Any policy review is carried out in consultation with Governors and Parents.

Change History

Version	Date	Description
	Oct 2021	Rewritten by HT to reflect current statutory legislation
	Oct 2023	Updated to include new statutory information Relationships Education, Relationships and Sex Education and Health Education
	Jan 2026	Updated to include new statutory information Relationships Education, Relationships and Sex Education and Health Education 2025

Linked Policies	Online Safety Policy Safeguarding Policy Curriculum Policy Behaviour Policy
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Signatures:

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FRANCES BUCK

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SUSAN R. SIM



Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSE) Policy

Personal, social, health and economic education (PSHE) are an important and necessary part of all children's education. Through a planned programme of learning, we aim to provide our children with the knowledge, understanding and skills necessary to manage their lives both now and in the future. We aim to develop the attributes and qualities that our children need to thrive as individuals, as part of a family and as a confident member of the wider community.

Our school is committed to serving its community and surrounding areas. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and those we serve. We also understand the vital role we have in ensuring that groups, or individuals within the school, are not subjected to intimidation or radicalization by those wishing to unduly, or illegally, influence them.

We embrace the British Values of:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs.

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

At Inkpen, we want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- have a sense of purpose
- value self and others
- form healthy and positive relationships
- make and act on informed decisions
- communicate effectively
- work with others
- respond positively to challenge
- be an active partner in their own learning
- be active, responsible citizens within their local community
- respect others' views and way of life
- explore issues related to living in a democratic society
- become healthy and fulfilled individuals

Curriculum Content

Here at Inkpen Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life-long learning. We understand that building children's understanding and skills at a primary level is essential for preparing them for more complex content at secondary school. Weekly lessons in PSHE are delivered by the class teachers to their own classes in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These lessons are reinforced in many ways, including assemblies & collective worship, praise & reward systems and through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Our PSHE (which includes RSHE) follows the **KAPOW** PSHE program. Kapow adopts a mindful approach to PSHE bringing together Personal, Social, Health Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for adaptation.

Kapow's PSHE and RSE curriculum has been designed as a spiral curriculum ensuring that pupils revisit the key areas throughout KS1 and KS2. Each time a key area is revisited, it is covered with greater depth and increasing maturity. There are six units that are taught across each year group, building on the knowledge and skills learnt in the previous year. The table below outlines these units; more detailed information can be found on our website or can be requested from the Headteacher.

Term:	Unit name:	Content includes:
Autumn 1	Families and Relationships	<ul style="list-style-type: none">• Different types of families• Stereotypes• Respecting differences• Bullying
Autumn 2	Health and Wellbeing	<ul style="list-style-type: none">• Relaxation• Goals• Healthy eating• Personal Hygiene
Spring 1	Safety and the changing body	<ul style="list-style-type: none">• Road safety• Online safety• First Aid• Drugs and alcohol
Spring 2	Citizenship	<ul style="list-style-type: none">• Adhering to the law• Contributing to the community• Human Rights• Democracy
Summer 1	Economic Wellbeing	<ul style="list-style-type: none">• Looking after money• Jobs and careers• Budgeting• Money and emotions/attitudes
Summer 2	Transition	<ul style="list-style-type: none">• Managing change• Coping strategies• Roles and responsibilities

Please also see the Knowledge Organiser for each term for more detail. These are updated termly on our website.

Relationships Education

At Inkpen Primary School we recognise that we have a legal responsibility under the statutory guidance "Relationships Education, Relationship & Sex Education and Health Education" (2025), to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

We recognise that Relationships education is a highly sensitive subject. We firmly believe that effective Relationships education can make a significant contribution to the development of the personal skills our children need if they are to establish and maintain positive healthy relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

The aims of Relationships education in our school are to:

- Provide a framework in which sensitive discussion can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Teach the children the characteristics of positive relationships
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- Help children to understand the consequences of their actions and behave responsibly within relationships
- Teach children to be able to recognise unsafe situations, protect themselves and ask for help and support
- Teach the children about being safe

The statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (2025) states that children should be taught about:

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

All of these areas are covered in the different pieces within the **Kapow** scheme.

Lesbian, Gay, Bisexual and Transgender content

At Inkpen, we believe that pupils should understand the importance of equality and respect throughout their education. By the end of their secondary education, children will be taught about all protected characteristics, including sexual orientation and gender reassignment. The statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (2025) encourages primary schools to "**teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families.**" It also states that "**in teaching this, schools should be mindful that beyond the facts and the law**

about biological gender reassignment, there is significant debate, and they should be careful not to endorse and particular view or teach it as fact."

Health and Wellbeing Education

At Inkpen Primary School, we recognise the importance of teaching children about both their physical health and mental wellbeing. Our curriculum ensures that children have sufficient information in order to make good decisions about their own health and wellbeing including physical activity, nutrition and sleep. By teaching children about mental health, we hope to reduce the stigma attached to health issues. Our teaching at school aims to complement and reinforce the lessons that you as parents teach your children as they grow up.

Part of our teaching will focus on the benefits of rationing time spent online and the risks of excessive use of electronic devices. In Key Stage 2, children will be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

At Inkpen, we promote the benefits of hobbies, interests and participation in their own communities. We believe that involvement in organised and structured activities and groups, such as guides, sports or scouts, are beneficial for health and wellbeing.

The aims of Health education in our school are to:

- Promote open discussion that empowers children to seek help and support when they feel they need it
- Teach children about factors that could be detrimental to their health such as drugs or smoking
- Enable children to understand the normal range of emotions that everyone experiences
- Reduce the stigma attached to poor mental health and wellbeing
- Develop positive two-way relationships between good physical health and good mental wellbeing
- Promote pupils' self-control and ability to self-regulate and the strategies for achieving this

The statutory guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (2025) states that children should be taught about:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

All of these areas are covered in the different units within the **Kapow** scheme.

Sex Education

Although the statutory "Relationships Education, Relationship & Sex Education (RSE) and Health Education guidance" (2019) made Relationship Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend in the statutory "Relationships Education, Relationship & Sex Education (RSE) and

Health Education guidance" (2025) that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. We conclude, from this guidance, that sex education refers to human reproduction. Much of this content is also taught within the Science National Curriculum.

As set out in the 2025 guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.

In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in human life cycle unit in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts from becoming taboo and children from becoming embarrassed by the topic. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

The table below outlines what children will be taught across each year group. This content will be taught in the **Spring term** in each year group.

Reception	Growing up: How we have changed since we were babies
Year 1 and 2	My private parts are private; using the correct scientific names for body parts. Respecting privacy and understanding which parts of our bodies are private
Year 3 and 4	Introducing puberty; recognising the physical differences between children and adults
Year 5 and 6	Puberty and Menstruation: physical and emotional changes during puberty
Year 6 only	Conception, pregnancy and birth (parents have the right to withdraw their child from SOME of these lessons)

A more detailed breakdown will be provided to parents at the beginning of the Spring term, before these lessons are taught.

Puberty including menstruation

Teaching children about puberty is now a statutory requirement. This will ensure that both male and female pupils are prepared for changes they and their peers will experience. The "Safety and the changing body" unit in **Kapow** covers this in years 3, 4, 5 and 6 using age appropriate materials.

The onset of menstruation can be confusing or alarming for girls if they are not prepared. By teaching children about the key facts about the menstrual cycle, we are ensuring they are fully prepared for when they begin to menstruate.

Answering Difficult Questions and Sensitive Issues

Staff members are aware that views around PSHE and RSHE related issues are varied. However, while personal views are respected, all PSHE and RSHE issues are taught without bias using Kapow. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion. Both formal and informal PSHE and RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned.

At Inkpen Primary School, we believe that children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with smart phones. In the age of information, where children in primary school have access to tablets, phones and the internet, it is essential that we help children to recognise that they are able to ask questions without judgement rather than searching for the answer elsewhere.

At Inkpen Primary School, we will deal with difficult questions consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults. If a question is relevant and appropriate for the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: "that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working." Or "Let me have a think about it and once I know the best way to explain it clearly I will come back to you" This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable

Assessment

Assessing children's learning is vital to inform their next steps. A full assessment process is embedded in the Kapow program. Assessment procedures are consistent across the Kapow schemes of work so that children are familiar with the style of questions and the format of the assessment. Teachers will assess children's knowledge and understanding through observations, discussion and group work as well as end of unit assessment.

Pupils with Special Educational Needs and Disabilities (SEND)

At Inkpen Primary School, we follow an adaptive teaching approach where all lessons are adapted to meet the needs of all pupils including those with SEND. We are aware that some

pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence and bullying. According to the statutory "Relationships Education, Relationship & Sex Education (RSE) and Health Education guidance" (2025), "**RSHE is particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities.**"

Right to withdraw your child

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

We cover sex education with children in Years 5 and 6. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn from **some** of the lessons. However, the science curriculum in all maintained schools also includes content on human development, including reproduction, **which there is no right to withdraw from**. If parents do decide to withdraw their child, they should inform the headteacher by putting the request in writing. Once this request has been received, the headteacher will meet with the parents to discuss their reasons for withdrawal and the impact that this may have on the child. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the program.

Involving Parents and Carers

The school believes that it is important to have the support of parents and carers when teaching this sensitive content. Parents and carers will be given the opportunity to find out about and discuss the Kapow PSHE and RSE programme of study through consultation and the PSHE/RSE section of our school website. Letters will be written to parents each year during the Spring term, before the "Safety and the changing body" unit is taught.

We want parents to be as informed as possible regarding the content we will be teaching and resources we will be using. It is important to us therefore, that parents are given the opportunity to review and material upon request. Whilst it is not always possible to show you the resources in their entirety (due to copyright law), samples of resources and content will be made available upon request. Whilst we value your input and your support, the statutory "Relationships Education, Relationship & Sex Education (RSE) and Health Education guidance" (2025), states that "**parents are not able to veto curriculum content.**"

Safeguarding children

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures in team meetings before either program is delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be a need to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Reviewed January 2026
To be reviewed annually