West Pelton Primary School & Nursery



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

Name of school	**West Pelton Primary School**
Date of policy	18 November 2026
Member of staff responsible	Mrs. E Dixon
Review date	18 November 2028

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

Statutory and Legal Requirements

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance. At our school, we deliver Relationships Education/RSE, as set out in this policy, in line with current statutory duties and requirements.

As a maintained school, we must provide Relationships & Sex Education to all pupils in line with the Children and Social Work Act 2017.

In teaching RSE in our school, we must have regard for guidance issued by the Secretary of State, as required by the Education Act 1996. Legislation and guidance documents that inform our school's RSE policy include:

● Education Act (1996).
● Learning and Skills Act (2000).
● Education and Inspections Act (2006).
● Equality Act (2010).
● Keeping children safe in education (2025).
● Children and Social Work Act (2017).
● Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025).

Definition and aims of RSE

At West Pelton Primary School, we believe that our pupils need to be educated in Relationships Education and Relationships & Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also

involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

We define sex education as…
We consider effective Relationships Education and RSE to be a vital part of the school approach to effective safeguarding. We believe Relationships Education and RSE are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

The overarching aims of Relationships Education and Relationships & Sex Education (RSE) at our school are to support the safety and understanding of sensitive topics.
The aims of RSE in our setting link closely to our school values of realising the role everyone has to play to realise our vision.

As a school we have made the decision to focus our curriculum on Relationship Education and we will NOT teach the non-statutory elements of Sex Education within our PSHE lessons.

In the event that a child is identified as requiring individualised education relating to sex education, parents/carers will be consulted and their views considered prior to any teaching taking place, where appropriate and in the best interests of the child.

We ensure that any Relationships Education and RSE we deliver are inclusive and meet the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

Curriculum Content and Organisation
Our Relationships Education and Relationships & Sex Education (RSE) curriculum and policy have been developed in consultation with parents, pupils, governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils.

The PSHE/RSE subject lead (Mrs E Dixon) is responsible for overseeing and organising the Relationships Education/RSE curriculum. This includes supporting curriculum planning and development, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

Relationships Education/RSE is delivered as part of our PSHE programme. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have.

Relationships Education/RSE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At West Pelton Primary School, we use the Kapow Primary RSE/PSHE scheme of work as the basis for our Relationships Education/RSE provision. Our Relationships Education/RSE provision is mapped to the statutory requirements for Relationships Education and Health Education. Related content is also taught through other curriculum subjects, such as religious education and science. Pupils also explore related themes through assemblies, whole school projects and events, where appropriate.

Relationships Education/RSE is delivered through timetabled curriculum lessons as part of our PSHE and RSE curriculum. Related statutory elements are also delivered through science, in line with the

National curriculum. As part of our PSHE and RSE curriculum, we cover a range of topics and learning outcomes that support Relationships Education/RSE across the school. The PSHE curriculum is further supplemented using the KidSsafeUK programme (all materials linked to this programme are available for parents/carers to view upon request).

For further information about our Relationships Education/RSE curriculum, see the curriculum overview in Appendix 1. Any non-statutory sex education content is clearly highlighted for reference.

Delivery of RSE
Our Relationships Education/RSE curriculum is delivered predominantly by teachers or other staff within our school from Years 1 to 6 and forms part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

We recognise that external visitors can add value to the teaching and delivery of Relationships Education/RSE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of Relationships Education/RSE. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors, and visitors are expected to work in line with this policy and other relevant school policies.

Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our school supports pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way.

To support this, a range of strategies are used, including:
● Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
● Using 'distancing' techniques and strategies.
● Understanding how to discuss sensitive topics, questions or comments from pupils.
● Using age-appropriate materials.
● Encouraging reflection and discussion.

A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of Relationships Education/RSE. These include:
● Film-clips/graphics.
● Scenarios and stories.
● Images and visual prompts.
● Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
● Role play.
● Problem-solving activities.
● Independent, paired and group work.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer
Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters.

This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum.

When delivering Relationships Education/RSE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any with additional needs or those with SEND.

The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.

Our school delivers Relationships Education and Health Education in the primary phase, as required by statutory guidance. We do not deliver additional non-statutory sex education lessons in Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies.

If pupils ask about sex education topics that are not covered in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

In responding, teachers use a neutral script such as: "That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson"

Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they follow school safeguarding procedures.

As part of our Relationships Education/RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RSE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships Education/Relationships & Sex Education (RSE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access Relationships Education/RSE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around Relationships Education/RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in Relationships Education/RSE.

During PSHE and RSE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. Relationships Education/RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment. The full Act can be viewed here:
http://www.legislation.gov.uk/ukpga/2010/15/contents

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

Safeguarding and Confidentiality
Confidentiality in Relationships Education/Relationships & Sex Education (RSE) lessons is managed in line with the school's confidentiality policy. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are followed at all times.

Through the ground rules established as part of creating a safe learning environment in all PSHE and RSE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

Teachers are aware that effective Relationships Education/RSE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff informs the head teacher or Designated Safeguarding Lead (DSL), in line with the school's safeguarding policy.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's safeguarding policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority.

Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

Working with Parents
The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At West Pelton Primary School, we are committed to working closely with parents to ensure that we create the best possible Relationships Education/Relationships & Sex Education (RSE) curriculum for our pupils; while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards Relationships Education/RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject lead.

As set out in Department for Education (DfE) requirements, schools should show parents a representative sample of the resources they plan to use, enabling parents to continue conversations

started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. To meet this duty, we provide samples of materials during parent information events held in school, where appropriate. Parents who wish to view additional RSHE/PSHE teaching materials are asked to contact the school to arrange an appointment, during which the headteacher and/or subject lead will share information, resources and discuss any specific topics, issues or concerns. This approach supports open discussion and helps build understanding of the context of our RSHE/PSHE provision across the school.

Further information regarding the Kapow curriculum can be found on the online parent zone: https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/ .

Our school values transparency and partnership with parents and carers in delivering high-quality Relationships, Sex and Health Education (RSHE). In line with statutory guidance, we will:

1. **Provide access to RSHE curriculum materials**
   o Parents and carers may request to view materials used in R(S)HE lessons, including those from external providers.
2. **Offer multiple ways to view resources**
   o Representative samples of lesson plans and teaching resources are shared during parent information sessions where these are held.
   o Additional materials can be viewed by appointment at school or via secure online access, where this is feasible.
3. **Engage parents proactively**
   o We may hold R(S)HE information sessions to explain the curriculum approach and answer questions.
   o Parents are informed of any significant changes to R(S)HE content and invited to share feedback.
4. **Safeguarding and copyright considerations**
   o While we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents are offered supervised viewing in school.
   o All sharing of materials complies with safeguarding and data protection policies.

This approach ensures that parents are fully informed and able to support their child's learning at home, while maintaining compliance with statutory requirements.

Parents are given opportunities to understand the purpose and context of Relationships Education/RSE as part of our approach to pupils' personal development.

In line with current DfE statutory guidance, there is no parental right of withdrawal from Relationships Education or Health Education, or from any sex education content that forms part of the National curriculum for science. These are statutory requirements that schools are required to teach.

We view the partnership between home and school as vital in providing context around the themes covered in Relationships Education/RSE. We keep parents and carers informed by publishing an overview of the programme and this policy on the school website, and by providing further information and examples of teaching resources on request. Parents may also view curriculum materials and discuss content and delivery with the subject lead if required.

We acknowledge that parents and carers have an important role to play in Relationships Education/RSE and should feel confident that the school's programme complements and supports

their parenting role. We may choose to hold additional parent meetings or events to support parents' understanding of our approach and rationale.

Roles and Responsibilities

The following is a summary of some of the key expectations relating to roles and responsibilities within our school community for Relationships Education/Relationships & Sex Education (RSE). This list is not exhaustive, but provides a clear reference point for the main expectations.

Governors/Trustees will:

• Approve the Relationships Education/RSE policy and hold the headteacher to account for its implementation based on statutory duties.
• Ensure that governors are supportive of the school's policy, aims and objectives relating to Relationships Education/RSE.

The headteacher will:

• Oversee all aspects of this policy and ensure it is implemented and reviewed as required.
• Work with the subject lead to support the implementation of this policy.
• Ensure that Relationships Education/RSE is taught consistently across the school in line with this policy.
• Manage the process for any parental requests to withdraw pupils from non-statutory sex education.
• Ensure that all staff receive appropriate training relating to RSHE.
• Ensure that all staff are aware of this policy and associated guidance.
• Ensure that the school meets statutory requirements for Relationships Education, RSE and Health Education.
• Communicate with staff, parents and governors to ensure understanding of the school's Relationships Education/RSE curriculum and policy.

All staff will:

• Teach Relationships Education/RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.
• Model positive attitudes and behaviours.
• Consult the subject lead if they have questions regarding provision.
• Monitor pupil progress and provide feedback on delivery when requested.
• Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning.
• Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive Relationships Education/RSE.
• Ensure that they are up to date with school policy and curriculum requirements around Relationships Education/RSE.
• Keep up to date with school policy and curriculum requirements.
• Take part in training as required.
• Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise.

The subject lead will:

• Oversee the day-to-day operation of the school's Relationships Education/RSE provision and policy.
• Keep up to date with changes in legislation and best practice.
• Support or organise training where necessary.

• Liaise with relevant external agencies (for example, school nursing services or visitors).
• Ensure appropriate resources and materials are available.
• Develop, review, monitor and evaluate the delivery of Relationships Education/RSE.
• Report to governors and senior leaders as requested.

Pupils will:
• Take part fully in lessons.
• Follow and contribute to agreed ground rules in lessons.
• Behave appropriately and treat others with respect and sensitivity.
• Talk to teachers or other school staff if they have worries or concerns.
• Support the creation of positive and inclusive Relationships Education/RSE lessons.

Parents will:
• Share responsibility for supporting their child's Relationships Education/RSE learning and wider personal, social and emotional development.
• Support the delivery of Relationships Education/RSE in line with this policy.
• Engage in consultation and information-sharing opportunities.
• Seek additional support from the school where needed.

Staff Training
All staff must ensure that they are up to date with school policy and curriculum requirements regarding Relationships Education/Relationships & Sex Education (RSE). We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

As stated by the Department for Education (DfE), the RSHE curriculum in schools should be delivered by staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support, and not to alarm, pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures. At West Pelton Primary School, we ensure that staff are aware of best practice in delivery by providing regular training opportunities.

We expect staff to provide regular feedback to the subject lead on their experience of teaching Relationships Education/RSE, including identifying any areas where additional support or training would be helpful. Training related to Relationships Education/RSE forms part of the school's regular staff training programme.

Monitoring
Our aim is to provide Relationships Education/RSE that is relevant and tailored to meet the needs of our pupils, based on their age and stage of personal development. For this reason, we regularly review our curriculum to evaluate its effectiveness.

The PSHE/RSE subject lead is responsible for monitoring and evaluating provision to ensure that the programme is effective and impactful.

The subject lead reports to the headteacher and governors and makes information available as requested.

Monitoring and evaluation may include:
• Monitoring of planning.
• Lesson observations.

• Learning walks.
• Work scrutiny.
• Pupil voice activities.
• Staff feedback.
• Parent feedback and engagement.
• Surveys.
• Consideration of local or school level sources of data (for example, behaviour, health or safeguarding information).

Teachers are expected to reflect on their delivery of Relationships Education/RSE and provide feedback to the subject lead to support ongoing development of the subject.

Policy Review

This policy is reviewed every 2 years.

	Signed Headteacher	Signed Chair of Governors
Date of review:		
Date of next review: November 2028		

RSE & PSHE Curriculum overview for parents and carers (EYFS: Reception)

Week	Autumn	Spring	Summer
Week 1	**Self-regulation: My feelings (6 lessons)** Lesson 1: Identifying my feelings	**Managing self: Taking on challenges (6 lessons)** Lesson 1: Why do we have rules?	**Building relationships: My family and friends (6 lessons)** Lesson 1: Festivals
Week 2	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
Week 3	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
Week 4	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
Week 5	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
Week 6	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
Week 7	**Building relationships: Special relationships (6 lessons)** Lesson 1: My family	**Self-regulation: Listening and following instructions (6 lessons)** Lesson 1: Simon says	**Managing self: My wellbeing (6 lessons)** Lesson 1: What is exercise?
Week 8	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
Week 9	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
Week 10	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
Week 11	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
Week 12	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

© Kapow Primary 2024

RSE & PSHE Curriculum overview for parents and carers (EYFS: Reception)

Week	Autumn	Spring	Summer
Week 1	**Self-regulation: My feelings (6 lessons)** Lesson 1: Identifying my feelings	**Managing self: Taking on challenges (6 lessons)** Lesson 1: Why do we have rules?	**Building relationships: My family and friends (6 lessons)** Lesson 1: Festivals
Week 2	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
Week 3	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
Week 4	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
Week 5	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
Week 6	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
Week 7	**Building relationships: Special relationships (6 lessons)** Lesson 1: My family	**Self-regulation: Listening and following instructions (6 lessons)** Lesson 1: Simon says	**Managing self: My wellbeing (6 lessons)** Lesson 1: What is exercise?
Week 8	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
Week 9	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
Week 10	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
Week 11	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
Week 12	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

© Kapow Primary 2024

Kapow Primary

RSE & PSHE curriculum overview for parents and carers (Key stage 1)

	Year 1/2 Cycle B		
Autumn 1	**My healthy self: How can we look after our emotions?** Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities and practise simple strategies for managing different emotions.	Autumn 2	**Citizenship: How can I help others and the environment?** Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair and consider how they can make a positive contribution to the world around them.
Spring 1	**Citizenship: How do people belong to a community and earn money?** Exploring communities, belonging and money through learning about the different groups people are part of and how decisions can be made fairly. Pupils reflect on similarities and differences within their community, use simple voting to consider different viewpoints and develop an understanding of where money comes from and how it is earned.	Spring 2	**My healthy self: How can we look after our bodies?** Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.
Summer 1	**Growing up: How can we look after and respect our bodies as we grow?** Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	Summer 2	**Staying safe: How can I make safe choices in different places?** Understanding how to make safe choices in different places by recognising potential dangers and knowing how to respond safely. Pupils learn how to keep their bodies safe, identify trusted adults and follow safety rules at home, in public places and around water. They also develop confidence in asking for help when needed.

© Kapow Primary 2024

	Year 3/4 Cycle B		
Autumn 1	**My healthy self: How can I take care of my mind and body?** Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	Autumn 2	**Citizenship: What rights and responsibilities do we have?** Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.
Spring 1	**Health protection: How can we prevent illness and injury and respond if they happen?** Investigating how healthy habits and medicines help prevent illness and protect wellbeing. Pupils explore hygiene, sun safety and vaccines, apply basic first aid for common injuries and learn how to make informed decisions about when and how to seek medical help, including calling 999.	Spring 2	**My healthy self: How can I make healthy choices?** Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. Pupils identify strategies for developing a growth mindset and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.
Summer 1	**Citizenship: How can I spend my money wisely?** Learning about managing money by examining the different ways people pay for goods and services, including cash and cards. Pupils develop an understanding of budgeting, value for money and financial decision-making, while considering how money can influence people's feelings and choices.	Summer 2	**Growing up: How will my body and emotions change as I grow up?** Understanding the physical and emotional changes that occur during puberty, including periods, privacy, boundaries and consent. Pupils recognise that puberty happens at different times for everyone, learn strategies for managing changes and identify trusted people they can talk to for support and advice.

© Kapow Primary 2024

RSE & PSHE curriculum overview for parents and carers (Key stage 2)

	Year 5/6 Cycle B		
Autumn 1	**My healthy self: How can I support my mind and body as I grow?** Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	**Autumn 2**	**Citizenship: How can we make a difference in our communities and beyond?** Examining how people contribute to their communities through learning about caring roles, community groups and the ways they support local life. Pupils develop an understanding of democracy by investigating how local councillors and Parliament help make decisions that affect communities and wider society.
Spring 1	**Growing up: How can I manage the changes to my body and emotions as I grow up?** Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries and identify trusted sources of support during puberty.	**Spring 2**	**My healthy self: How do my choices today shape my future health?** Considering how everyday choices affect future wellbeing by learning about emotions, mindset and healthy habits. Pupils develop strategies for managing emotions, consider the long-term impact of lifestyle choices and reflect on how their actions affect themselves and others.
Summer 1	**Citizenship: How can we protect everyone's rights?** Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination and identify ways to challenge stereotypes to promote equality and inclusion.	**Summer 2** *Refer to your school's RSHE policy to see whether Sex education is taught.	**Option 1: Further first aid** Practising first aid skills through learning how to stay calm, assess a situation and respond to common emergencies. Pupils learn how to make an effective 999 call and identify when emergency services or other sources of help are needed. **Option 2: Sex education: How do people become parents and carers?*** Developing an understanding of human reproduction by learning the correct terminology for body parts and how babies are conceived, develop during pregnancy and are born. Pupils consider consent, different family structures and the responsibilities involved in raising a child. Note: Parents have the right to withdraw their child from this unit if they wish. For more information, see here.

© Kapow Primary 2024

RSE & PSHE curriculum overview for parents and carers (Key stage 1)

	Year 1/2 Cycle A		
Autumn 1	**Connecting with others: How can I help myself and others feel happy and safe?** Identifying what makes themselves and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.	Autumn 2	**The online world: How do we spend time online?** Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.
Spring 1	**Health protection: How can I protect myself and others in daily life?** Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.	Spring 2	**Staying safe: How can I stay safe?** Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.
Summer 1	**Connecting with others: How can I build safe, kind and caring relationships with others?** Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.	Summer 2	**The online world: How can we stay safe online?** Understanding how the internet is used to share information and content while recognising that not everything online is suitable or trustworthy. Pupils explore how online content can affect their feelings and learn strategies for responding safely when something they see online makes them uncomfortable or worried.

© Kapow Primary 2024

	Year 3/4 Cycle A		
Autumn 1	**Connecting with others: What helps us feel safe and included?** Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.	Autumn 2	**The online world: How should we communicate online?** Exploring relationships and communication in online spaces and learning how to interact respectfully and safely with others. Pupils consider how online words and actions can affect people, recognise online bullying and develop strategies for responding to upsetting situations and seeking help when needed.
Spring 1	**Citizenship: What careers do people choose and why?** Exploring careers, aspirations and equality by learning about different jobs, why people choose them and how careers can change over time. Pupils consider how interests, strengths and pay can influence career choices, while recognising and challenging gender stereotypes in the workplace.	Spring 2	**Staying safe: What signs help me recognise what is safe or unsafe?** Developing personal safety skills through recognising warning signs, responding to uncomfortable situations and seeking help when needed. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.
Summer 1	**Connecting with others: How can we respect each other?** Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.	Summer 2	**The online world: How can we decide what to trust online?** Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.

© Kapow Primary 2024

	Year 5/6 Cycle A		
Autumn 1	**Connecting with others: Why are healthy relationships important?** Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.	Autumn 2	**The online world: How am I influenced by what I see online?** Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.
Spring 1	**Citizenship: How can we be in control of our money?** Exploring money management by learning how needs and wants can influence spending decisions and financial choices. Pupils develop budgeting skills, investigate borrowing and interest and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.	Spring 2	**Connecting with others: What does it mean to stand up for myself and others?** Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying and recognising when to seek help from trusted adults and support services.
Summer 1	**The online world: How do I feel about the things I see online?** Examining how online experiences can affect emotional wellbeing and relationships by reflecting on time spent online. Pupils compare online and face-to-face interactions, recognise unhealthy online habits and develop strategies for maintaining a balanced relationship with technology.	Summer 2	**Staying safe: How can I stay safe as I grow up?** Developing independence and personal safety skills by assessing risks and planning how to stay safe in different situations. Pupils identify strategies for safe travel, recognise hazards around roads, railways and water and develop the confidence to resist peer pressure.

© Kapow Primary 2024