



Truro and Penwith
Academy Trust



Primary PSHE/RSE Policy

Document Control

Currently out to consultation with parents and LMC September 2026

Version	Date Approved	Approved By	Summary of Changes	Next Review Date
1.0		LMC	Initial policy	

Primary School Relationships, Sex and Health Education (RSHE) and PSHE Policy

1. Purpose

The aims of our PSHE and RSHE curriculum are to:

- Promote pupils' spiritual, moral, social, and cultural development.
- Foster respect, kindness, empathy, and responsibility.
- Develop understanding of healthy relationships and family life.
- Support pupils' physical and mental health.
- Equip pupils with the knowledge to keep themselves safe.
- Develop financial awareness and economic understanding.
- Encourage pupils to become active and responsible members of society.
- Prepare pupils for the opportunities, responsibilities, and experiences of later life.

2. Scope

This policy relates to the teaching and learning for all pupils across TPAT Schools, the policy must be read by all staff in a teaching role.

Schools should share the curriculum content with local monitoring committee members, and LMC members should engage in monitoring of the outcomes of pupils in relation to RSHE and PSHE.

3. Policy Statement

At Berrycoombe Primary we are committed to providing a high-quality programme of Personal, Social, Health and Economic (PSHE) Education, including Relationships, Sex and Health Education (RSHE), which enables pupils to become healthy, safe, respectful, and responsible citizens.

Our curriculum is informed by:

- Department for Education (DfE) statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education. Relationships Education is compulsory in all primary schools.
- The **KAPOW Primary Curriculum** which provides a framework covering Health and Well-being, Relationships and Living in the Wider World.
- Equality Act 2010 requirements.
- Keeping Children Safe in Education (KCSIE).
- Children Act 1989 and 2004.
- The school's safeguarding and child protection procedures.

We believe that effective RSHE and PSHE education helps children to:

- Develop positive, healthy relationships.
- Recognise and manage risks.
- Understand physical and mental wellbeing.
- Develop resilience and self-esteem.
- Respect diversity and equality.
- Stay safe both offline and online.
- Prepare for life in modern Britain.

Inclusion and Equality

We are committed to ensuring that all pupils can access the curriculum regardless of:

- Race.
- Religion or belief.
- Sex.
- Disability.
- Sexual orientation.
- Gender reassignment.
- Family background.

Teaching will reflect the diversity of modern Britain and the range of family structures found within our community. Resources will be selected carefully to ensure they are inclusive and compliant with the Equality Act 2010.

Curriculum

Our PSHE and RSHE curriculum is planned as a progressive programme of learning from EYFS to Year 6. Knowledge, skills, and understanding are carefully sequenced to ensure pupils build upon prior learning and revisit key concepts through a spiral curriculum.

The curriculum is designed to:

- Meet all statutory requirements for Relationships Education and Health Education.
- Reflect pupils' developmental stages and individual needs.
- Build understanding incrementally from simple concepts to more complex issues.
- Develop pupils' confidence, resilience, and ability to make informed decisions.
- Prepare pupils for successful transition to secondary education.

Curriculum content is mapped across year groups to ensure progression, consistency, and age-appropriateness. Teachers regularly review planning to ensure that learning builds systematically over time and remains relevant to pupils' experiences.

4. Roles and Responsibilities

Headteachers recognise their statutory responsibility for ensuring compliance with Relationships Education, Health Education, and safeguarding requirements.

They will:

- Review this policy.
- Monitor implementation.
- Receive updates from the teaching staff and or Subject Leader.
- Ensure statutory content is delivered appropriately.
- Support continuous improvement through regular policy review.

The Headteacher has overall responsibility for implementation and ensuring staff receive appropriate professional development.

5. Procedures

5.1 Teaching and Learning

PSHE and RSHE will be taught through: Discrete PSHE lessons, Cross-curricular opportunities, Assemblies, theme days and enrichment activities, visitors, and external agencies where appropriate.

Teaching will be age-appropriate and developmentally suitable, reflect pupils' needs and experiences, encourage discussion and critical thinking, promote respect for diverse backgrounds, beliefs, and family structures, be inclusive of all pupils.

Teachers will establish clear ground rules to ensure discussions are conducted safely and respectfully.

5.2 Assessment

Assessment in PSHE and RSHE will focus on:

- Knowledge gained.
- Understanding developed.
- Skills demonstrated.
- Reflection on learning.

Assessment approaches may include:

- Observation.
- Discussion.
- Self-assessment.
- Pupil voice activities.
- Quizzes and knowledge checks.

PSHE and RSHE are not assessed through formal tests.

5.3 Teaching Content

5.3.1 Statutory Requirements

As a primary school, we are required to teach:

- **Relationships Education** Including learning about families and people who care for us, caring friendships, respectful relationships, online relationships and being safe.
- **Health Education** Including mental wellbeing, internet safety and harms physical health and fitness, healthy eating, drugs, alcohol and tobacco awareness, health, and prevention, basic first aid, changing adolescent bodies.
- **Science Curriculum:** The National Curriculum for Science includes teaching about, human development, reproduction in plants and animals and human life cycles and puberty.

5.3.2 Online Safety and Digital Citizenship

The school recognises that children are growing up in an increasingly digital world. Online safety is therefore embedded throughout the curriculum and reinforced across all areas of school life.

Pupils will be taught:

- How to establish and maintain safe online relationships.
- The importance of protecting personal information.
- Responsible use of technology and social media.
- Critical thinking when accessing information online.
- How online content may influence behaviour and opinions.
- The risks associated with sharing photographs, videos, and personal information.
- Strategies for responding to cyberbullying and online abuse.
- How to report inappropriate content and seek support from trusted adults.
- The impact of emerging technologies, including artificial intelligence and digital media, where appropriate.

Online safety education is delivered through PSHE, Computing, assemblies, and safeguarding initiatives.

5.4 Collaborating with Parents and Carers

We recognise parents and carers as children's first educators.

The school will:

- Consult with parents regarding this policy.
- Provide information about curriculum content.
- Share resources where appropriate.
- Encourage partnership between home and school.

Parents have the right to be informed about the curriculum and how it is delivered.

Curriculum Transparency and Communication with Parents

The school values positive partnerships with parents and carers.

To promote openness and transparency, the school will:

- Publish this policy on the school website.
- Provide information about curriculum content and progression.
- Inform parents when sensitive content is due to be taught.
- Share curriculum maps and learning objectives where appropriate.
- Offer opportunities for discussion and consultation.
- Respond to parental queries in a timely and respectful manner.

Parents are encouraged to work in partnership with the school to reinforce key learning and support children's personal development.

Our **Parent Consultation and Engagement Plan** is given in **Appendix 3**

Right to Withdraw

Parents cannot withdraw their child from:

- Relationships Education.
- Health Education.
- National Curriculum Science lessons.

Where additional, non-statutory sex education is provided in primary school, parents may request withdrawal. The Headteacher will discuss such requests on an individual basis.

5.5 Pupils with SEND

We recognise that pupils with Special Educational Needs and Disabilities (SEND) may require adapted teaching approaches.

Staff will:

- Adapt learning appropriately.
- Use accessible resources.
- Reinforce safety, boundaries and relationships education where needed.
- Ensure all pupils can access age-appropriate learning.

5.6 Safeguarding

PSHE and RSHE play a significant role in safeguarding by helping pupils to:

- Recognise abuse and exploitation.
- Understand healthy and unhealthy relationships.
- Identify trusted adults.
- Know how and where to seek help.
- Stay safe online.

If a safeguarding concern arises during lessons, staff will follow the school's safeguarding and child protection procedures immediately. Confidentiality cannot be guaranteed where a pupil is at risk of harm.

5.7 External Agencies and Visitors

External agencies and visitors may be invited to support the delivery of PSHE and RSHE where their expertise enhances pupils' learning.

The school will ensure that:

- All visitors are appropriately vetted.
- Learning objectives are agreed in advance.
- Materials and resources are reviewed by school staff before delivery.
- Visitors complement rather than replace the school's planned curriculum.
- A member of school staff remains responsible for the lesson at all times.
- Information provided is balanced, accurate and age appropriate.

The school retains responsibility for ensuring that all teaching meets statutory requirements and reflects school values.

6. Monitoring and Review

Leaders across the school will monitor outcomes of this policy through, book looks, pupil conferencing, data provided from safeguarding monitoring and pupil voice. The curriculum outcomes will be reported to LMC members through headteacher reporting and pupil conferencing.

7. Related Policies and Documents

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance.
- DfE Relationships Education (Primary).
- PSHE Association Programme of Study.
- Kapow Primay- <https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/> Parent zone.

Appendix

Appendix 1. A Year R to Year 6 curriculum map.

Under consultation

Under consultation



Curriculum overview for parents and carers

RSE & PSHE 2026/27

A summary of key RSE & PSHE learning for Reception to Year 6.

For more information about Kapow Primary's RSE & PSHE scheme, visit [RSE & PSHE: Parent zone.](#)

EYFS (Reception)

Unit 1

Self-regulation: My feelings

Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. The children identify their own and others' emotions and learn strategies to respond positively.

Activity 1: Identifying my feelings

Learning how to identify feelings and associating feelings with different colours.

Activity 2: Feelings jars

Creating feelings jars and using them to help identify and express the children's feelings.

Activity 3: Coping strategies

Exploring coping strategies to help regulate emotions and identifying how characters in a story may be feeling.

Activity 4: Describing feelings

Learning the appropriate vocabulary to describe different emotions.

Activity 5: Facial expressions

Exploring different facial expressions and identifying the different feelings they can represent.

Activity 6: Creating a calm corner

Learning to identify different feelings based on corresponding facial expressions and exploring ways to moderate behaviour, socially and emotionally.

Under

Unit 2	Building relationships: Special relationships Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.	Activity 1: My family Discussing different types of families and what makes them special. Activity 2: Special people Identifying people who are special and considering what it means to be a valued person. Activity 3: Sharing Learning the importance of sharing with others through role-play activities and discussion. Activity 4: I am unique Recognising strengths, interests and qualities while developing a positive sense of self. Activity 5: My interests Exploring how the children see themselves as individuals through discussion, drawing and sharing interests. Activity 6: Similarities and differences Celebrating diversity through activities and discussing similarities and differences.
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EYFS (Reception)

Unit 3

Managing self: Taking on challenges

Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.

Activity 1: Why do we have rules?

Exploring the purpose and importance of rules through activities and games.

Activity 2: Building towers

Recognising the importance of persistence through teamwork activities, developing confidence in their own ability to solve problems.

Activity 3: Team den building

Learning to work as a team to overcome challenges and communicating effectively with others to build a den.

Activity 4: Grounding

Learning grounding coping strategies and how to use them in different situations.

Activity 5: Team races

Exploring the importance of perseverance in the face of challenge through team races.

Activity 6: Circus skills

Discovering how to face and complete challenges by learning and performing circus skills.

Under

Unit 4	Self-regulation: Listening and following instructions Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.	Activity 1: Simon says Learning the importance of listening carefully by playing recall games. Activity 2: Listening to a story Listening attentively to a story, answering questions about it and retelling parts of it. Activity 3: Pass the whisper Understanding the importance of listening carefully, telling the truth and thinking of others' feelings. Activity 4: Obstacle races Following instructions and actions and persevering when things get more challenging. Activity 5: Blindfold walk Learning to follow and give instructions involving several ideas or actions. Activity 6: Treasure hunt Learning to listen and respond to phrases and instructions.
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EYFS (Reception)

Unit 5

Building relationships: My family and friends

Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.

Activity 1: Festivals

Thinking about the perspectives of others and learning about how different beliefs celebrate special times.

Activity 2: Sharing

Recognising why sharing is important through discussion and games.

Activity 3: What makes a good friend?

Identifying the characteristics that make a good friend.

Activity 4: Being a good friend

Learning the importance of supporting others by being kind.

Activity 5: Teamwork

Understanding the importance of perseverance when faced with a challenge.

Activity 6: Celebrating friendships

Planning a party to celebrate the special friendships within the class.

Under

Unit 6	Managing self: My wellbeing Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.	Activity 1: What is exercise? Learning about the importance of exercise and exploring how exercise affects different parts of the body. Activity 2: Yoga and relaxation Exploring yoga, guided meditation and relaxation. Activity 3: Looking after ourselves Understanding why it is important to be able to take care of oneself. Activity 4: Being a safe pedestrian Exploring what it means to be a safe pedestrian. Activity 5: Eating healthily Recognising what it means to eat healthily. Activity 6: A rainbow of food Understanding the importance of healthy food choices and what a balanced diet is.
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Year 1

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

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.

Spring 1

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 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.

Summer 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.

Summer 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.

Year 2

Autumn 1

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.

Autumn 2

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.

Spring 1

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.

Spring 2

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.

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.

Year 3

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

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.

Spring 1

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 2

Citizenship 1: 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.

Summer 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.

Summer 2

Citizenship 2: 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.

Year 4			
Autumn 1	My healthy self: How can I make healthy choices?	Autumn 2	Connecting with others: How can we respect each other?
	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.		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.
Spring 1	The online world: How can we decide what to trust online?	Spring 2	Citizenship: How can I spend my money wisely?
	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.		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 1	Growing up: How will my body and emotions change as I grow up?	Summer 2	Staying safe: What signs help me recognise what is safe or unsafe?
	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.		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.

Year 5			
Autumn 1	My healthy self: How can I support my mind and body as I grow?	Autumn 2	Connecting with others: Why are healthy relationships important?
	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.		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.
Spring 1	The online world: How am I influenced by what I see online?	Spring 2	Citizenship 1: How can we make a difference in our communities and beyond?
	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.		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.
Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up?	Summer 2	Citizenship 2: How can we be in control of our money?
	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.		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.

Year 6

Autumn 1

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.

Autumn 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.

Spring 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.

Spring 2

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 1

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.

Berrycoombe Primary teaches this unit of work

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 also examine 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](#).

Year 6 Sex education unit, the learning includes:

- Using correct scientific vocabulary to name and describe the functions of the male and female external reproductive organs.
- Understanding, in simple terms, how a baby is conceived and born, including how humans reproduce through sexual intercourse.
- Knowing that reproduction happens when a sperm and an egg join together to make a baby.
- Understanding that pregnancy begins when a fertilised egg develops in the uterus and that a baby usually develops there for around nine months.
- Learning that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section.
- Knowing that there are different ways people can become parents, including through IVF and adoption.
- Understanding that babies need constant care and that becoming a parent involves responsibility, time and support.

Parents' right to withdrawal additional information

See also

<https://www.kapowprimary.com/rse-pshe-curriculum-sex-education-in-year-6-information-for-parents/>

Parents' right to withdrawal

Berrycoombe school has chosen to teach Sex education, you may still feel it is not appropriate for your child. If this is the case, it can be helpful to consider the reasons many schools include Sex education in Year 6. These include:

- Ensuring children receive accurate, age-appropriate information before misconceptions or misinformation develop.
- Helping pupils feel prepared and confident as they approach the transition to secondary school.
- Supporting respectful language and understanding around bodies, relationships and reproduction.
- Reducing anxiety by addressing questions in a calm, factual and supportive way.

Parents and carers have the right to view lesson resources and discuss content with staff, which can often provide reassurance on how topics are taught and the level of detail included.

Parents and carers also have the right to withdraw their child from Sex education lessons and be provided with alternative lessons during this time. For schools following Kapow Primary's RSE & PSHE curriculum, this applies only to the optional Year 6 sex education unit. It does not apply to the following statutory areas:

- Science lessons covering human life cycles (taught in Year 5).
- RSE & PSHE learning about growing up and puberty, including naming body parts, menstruation and physical changes during puberty (taught in Years 2, 4 and 5).

If you are considering withdrawing your child, the school's RSE & PSHE policy outlines the process and who to contact (The head Teacher). Schools should work with parents and carers to address any concerns and respond to queries.

Appendix 3. Parent consultation procedures.

Parent Consultation Timeline

Activity	Timing	Responsibility
Publish Policy and Curriculum Overview	September	Headteacher / PSHE Lead
Parent Information Update	September–October	PSHE Lead
Parent Survey	January–February	PSHE Lead
Review Findings	March	Senior Leadership Team
Parent Information Session	May–June	PSHE Lead
LMC Review	June–July	Local Monitoring Committee Curriculum review
Policy Update and Publication	July	Headteacher / Governors

Parent Consultation and Engagement Plan

The school recognises that parents and carers are children's first educators and play a vital role in supporting PSHE and RSHE learning. The school is committed to working in partnership with parents to ensure that curriculum content is understood, transparent and responsive to the needs of the school community. The DfE requires schools to consult with parents in developing and reviewing their policy.

Aims of Consultation

The school will consult with parents and carers to:

- Explain the statutory requirements for Relationships Education and Health Education.
- Share the school's curriculum intent, content, and sequencing.
- Gather parental views and feedback.
- Address questions and concerns.
- Strengthen home-school partnerships.
- Ensure curriculum provision reflects the needs of the school community while meeting statutory requirements.
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Consultation Principles

Consultation will be:

- Inclusive and accessible.
- Respectful of differing views, beliefs, and backgrounds.

- Focused on informing parents about statutory requirements and curriculum content.
- Conducted in a timely manner before significant policy reviews or curriculum changes.
- Used to gather feedback while recognising that schools must continue to meet statutory requirements.

Responding to Parent Feedback

The school welcomes and values feedback from parents and carers. Feedback will be:

- Recorded and considered fairly.
- Reviewed by the PSHE/RSHE Lead and Senior Leadership Team.
- Reported to the trust where appropriate.
- Used to inform future curriculum development.

While parental views are important, the school must continue to fulfil its statutory obligations in relation to Relationships Education and Health Education.

Curriculum Transparency

To support informed engagement, parents will have access to:

- This policy.
- Curriculum overviews and progression documents.
- Year-group learning objectives.
- Information about teaching resources where appropriate.
- Guidance on how learning can be supported at home.

Information will be made available via the school website and upon request from the school office.

Appendix 4. Vocabulary progression.

RSE & PSHE

Vocabulary progression

Standard

Overview - Vocabulary progression

My healthy self					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
anger body clues disgust emotions face clues fear feelings happiness relax sadness surprise trust trusted adult	active exercise five-a-day healthy habits	health mental health mind mood negative (feelings) physical health positive (feelings) respect routine support trust team	balanced diet fixed mindset growth mindset hydrated/dehydrated hygiene mindset nutrients resilience	cope light (activity) moderate (activity) regulate response vigorous (activity) wellbeing	calories (tooth) decay dental hygiene flossing long-term persistence setback short-term

Connecting with others					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
fair / unfair friendly lonely polite safe share strengths trust trusted adult	belong bullying calm carer family	behaviour falling out friendship relationship respect self-respect	assertive compromise disrespect manners	civil partnership commitment conflict influence marriage	bystander discrimination empathy self-esteem stereotypes upstander

The online world					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
online polite safe screen time trusted adult	permission personal information private information sharing	anonymous block communicate report respect respectful screenshot	content in/accurate mislead reliable search engine	advert influence scam targeted	Coming soon!

Citizenship				
Year 1	Year 2	Year 3/4	Year 5	Year 6
Coming soon!	Coming soon!	budget business environment human rights local council responsibilities respect career job training gender satisfaction bank value	Coming soon!	Coming soon!

Staying safe			
Year 1	Year 2	Year 4	Year 6
999 body clues comfortable danger emergency harm road safety rule safe trusted adult uncomfortable unsafe	penis permission private parts testicles vagina vulva	alcohol boundaries cigarettes current hazard illegal inappropriate legal operator personal space pressure risk road crossing tide vapes	addictive air ambulance cautious coastguard consent criminal offence drugs emergency services emotional mountain rescue peer pressure physical public transport search-and-rescue substance threat violence

Health protection

Year 1

999
dentist
doctor
emergency
first aid
germs
illness
injury
medicine
prevent
protect
serious
spread
unwell
urgent

Year 3

allergy
asthma
defence
disease
immune
infection
pressure
spf
sunburn
sunstroke
symptom
vaccine

Growing up		
Year 2	Year 4	Year 5
change grow nipples penis private parts scrotum testicles vagina vulva	boundaries breasts period physical changes puberty	egg erection genitals hormones influence menstrual cup period pad period pants self-conscious sensitive tampon wet dreams womb/uterus

Sex education (Optional)
Year 6
conception consent ovary pregnant sexual intercourse sperm

Appendix 5. SEND adaptation statement.

The Kapow Primary RSE & PSHE scheme of work is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. As such, Kapow Primary RSE & PSHE lessons include a range of strategies to support and challenge every pupil, including:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

Use of concrete examples and real-life scenarios – Abstract ideas such as consent, relationships or emotions can be difficult for many pupils to grasp. Using clear, concrete scenarios and examples helps pupils understand what concepts look like in real situations.

Visual supports and symbol-based resources – Dual-coding on our resources helps to support understanding, especially for pupils with communication or processing differences.

Repetition – Revisiting key messages, vocabulary and expectations in different lessons and contexts supports retention and helps pupils feel secure with sensitive content.

Explicit teaching of social and emotional skills – Skills such as recognising emotions, setting boundaries, asking for help or resolving conflict often need to be taught directly rather than assumed.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning. The step-by-step curriculum design also supports all pupils, particularly those with SEND, by avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Additionally, the Kapow characters used throughout the scheme represent a diverse range of experiences and needs. Some characters are depicted with different ways of thinking, feeling, coping or responding, without these differences being explicitly labelled. This helps pupils recognise that people experience the world in different ways, supporting inclusion and understanding.