Hotwells PRIMARY SCHOOL

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

Name of school*:* Hotwells Primary School

Date of policy approval*:* June 2026

Approved by*:* Governors, Senior Leadership Team, Parents/carers

Amplify Education

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Statutory and legal requirements:

All schools must provide a curriculum that is broad, 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.

Relationships and Health Education are statutory curriculum elements required to be taught in all primary schools.

At Hotwells Primary school, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This PSHE policy sets out the framework for our Personal, Social, Health and Economic education curriculum (including relationships, sex and health curriculum), providing clarity on how it is informed, organised and delivered. Our approach to PSHE, including our PSHE curriculum, combines all statutory elements of Relationships and Health Education.

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Secretary of State Foreword, DfE Guidance 2019

At Hotwells 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 and learning.

The KAPOW programme is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on
- avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The KAPOW programme is also aligned to the PSHE Association Programmes of Study for PSHE.

Curriculum content and organisation:

To achieve a well sequenced and cohesive curriculum (where learning is built on progressively year by year), we use KAPOW as our chosen teaching and learning programme and tailor it to children's needs.

The programme is organised into six key areas that allow children to revisit and deepen their learning. There are also two non-statutory areas for Year 6: First Aid and Sex Education.

Year groups in Key Stage 1 and Key Stage 2 begin with an introductory lesson to familiarise pupils with RSE & PSHE as a subject and help them to create an effective learning environment.

Pupils end with a transition lesson to prepare them for the changes and challenges of moving to the next year group.

Drug and Alcohol Education:

This policy uses the definition that a drug is 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being, such as:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

On the following page, you will see the specific Drug and Alcohol Education learning intentions for each year group:

Progression of knowledge and understanding — **Staying safe**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
Drugs,	Naming things that are safe or unsafe		Recognising when a substance is meant		Explaining what drugs are, the laws		**Drugs, alcohol, tobacco and vaping**

Science:

Science is taught through the enquiry approach and the following attainment targets cover areas of the PSHE curriculum:

Science Year 1: identify, name, draw and label the basic parts of the human body, using the correct terminology, and say which part of the body is associated with each sense.

Science Year 2: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Science Year 3: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Science Year 5: describe the changes as humans develop to old age.

Science Year 6: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans.

Whole School Approach:

We believe that many of the skills and attitudes that we wish to develop through PSHE are taught and demonstrated throughout the day at St Werburgh's Primary school. Pupils will have opportunities to develop their understanding of these issues through:

- School ethos
- Assemblies
- School trips
- Extracurricular activities
- Enrichment Passports
- Classroom and playground rules

External contributors:

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to our PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Teachers are present during these sessions and remain responsible for the delivery of the KAPOW PSHE programme.

Delivery of PSHE/RSE:

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

✓ Cyclical: Pupils revisit the six key areas throughout Key Stage 1 and Key Stage 2.

✓ Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.

✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

PSHE is taught weekly in every class. All areas are delivered to ensure that knowledge and skills are taught in a developmental and age-appropriate way. In Term 1, more time is spent building pupils' identity in their new class and establishing rules and routines in classrooms.

EYFS:

RSE & PSHE in EYFS (Reception)

Personal, social and emotional development is one of the three prime areas in the Statutory framework for EYFS. The prime areas – Communication and language, Physical development and Personal, social and emotional development – lay the foundations for pupils' success in all areas of learning and life.

The Kapow Primary scheme is a whole school approach that consists of six areas of learning across Key stages 1 and 2.

Statutory areas:

- My healthy self – learning how to look after mental and physical health and making choices that support wellbeing.
- Connecting with others – learning to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
- The online world – learning to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
- Staying safe – learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
- Growing up – learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.
- Health protection – learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.

Non-statutory areas:

- Cand responsibilities, appreciate diversity and fairness and develop early financial literacy.
- First Aid (Year 6 only) - an additional unit which extends learning from the Health protection units. (We will also continue to offer First Aid education through our Passport of Experiences.)
- Sex Education (Year 6 only) - an additional unit which builds on the statutory learning covered in 'Growing up' units.itizenship – learning how to take part in their communities, understand rules, rights

At Hotwells Primary School, we recognise the value of teaching Citizenship, First aid and Sex education alongside the statutory elements of PSHE and RSE. We believe that together, these areas provide pupils with the knowledge, skills and attributes needed to lead safe, healthy and fulfilling lives.

RSE (Relationships and Sex Education):

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act, 2006, Section 38). Some aspects of the relationship education curriculum are delivered in KAPOW lessons throughout the year, although these tend to be weighted in Term 4 lessons as part of the "Growing up" unit.

Relationships Education:

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. It is important to explain that whilst the "Growing up" unit in KAPOW covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in the KAPOW curriculum.

Additionally, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in KAPOW this is taught through the "Growing up" unit.

Sex Education:

In 2021, the government introduced new legislation that means it is now statutory to teach Relationships and Health Education in primary schools and it is strongly recommended that all primary schools teach Sex Education.

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Hotwells Primary, we believe effective Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Sex Education includes:

- Puberty
- Human reproduction

Inclusion:

It is our intention that all pupils have the opportunity to experience a programme of PSHE/RSE at a level appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school and recognise that some pupils need provision 'additional to' quality first teaching in order to reach their potential. This includes:

- Carefully considered scaffolding.
- Explicit instruction and modelling.
- Additional targeted adult support.

At Hotwells Primary School, we recognise that there are different ethnic, religious and cultural beliefs and attitudes aroundPSHE/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 PSHE/RSE.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about Lesbian,

Gay, Bisexual, Transgender (LGBT), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Hotwells Primary school, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Safeguarding/A safe learning environment:

Safeguarding:

Staff need to be aware that sometimes disclosures may be made during these sessions, in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, our school safeguarding policy for managing disclosures is followed.

A Safe Learning Environment:

A part of our oracy curriculum, each class agrees on 'discussion guidelines for PSHE lessons, linked to our own school rules and values.
Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable and practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers,

Working with parents/Right to withdraw:

Working with parents:

The role of parents/carers in the development of their children's understanding about relationships is vital. Parents/carers 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 Hotwells Primary School, we are committed to working closely with parents/carers to ensure that we create the best possible PSHE/RSE curriculum for our pupils, while also supporting parents/carers in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents/carers towards PSHE/RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents/carers are always welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject lead.

Parents/carers are given opportunities to understand the purpose of PSHE/RSE as part of this approach. We recognise that clear communication, opportunities to ask questions and open discussion help build confidence in the curriculum, and we provide opportunities to support this by:

- Sharing information about our PSHE/RSE curriculum on our website, including its intent, implementation and impact.
- Sharing this policy on our website.
- Sharing termly PSHE/RSE updates via our school newsletters.
- Offering drop-in sessions prior to the teaching of RSE content in Term 4.
- Signposting and providing access to specific resources upon request.

Right to withdraw:

In line with current DfE statutory guidance, parents/carers cannot withdraw their child from Relationships Education or Health Education, or from any sex education that forms part of the National curriculum for science. These are statutory requirements that schools are required to teach.

At Hotwells Primary school, Sex Education is an important and essential part of a child's education and will be taught in a way which is developmentally appropriate for each year group. However, parents/carers do have the right to request that their child be withdrawn from some or all non-statutory sex education lessons , other than those which form part of National delivered as part of the PSHE/RSE curriculum

If a parent or carer wishes their child to be withdrawn from any non-statutory Sex Education lessons, this request must be given to the Headteacher in writing.

Through the KAPOW PSHE/RSE curriculum parents only have the right to withdraw their child from the below lessons:

Year 6 - Sex Education: *All lessons.*

Further information for parents can be found here.

Monitoring and evaluation:

Our aim is to provide PSHE/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 lead will monitor the impact of the programme through learning walks and discussions with teaching staff to ensure consistent and coherent curriculum provision.

They will also hold discussions with pupils across the school three times a year in order to evaluate the impact of our PSHE programme. This will scrutinise:

- Children's ability to use taught vocabulary correctly.
- Children's ability to discuss the impact of the PSHE/RSE lessons on theirs and others lives.
- Children's ability to talk about the 'why' behind the learning.
- Children's understanding of how learning builds on previous knowledge.
- How our school values can be demonstrated in class and on the playground.

The governing body monitors this policy on an annual basis. Governors give serious consideration to any comments from parents/carers about the PSHE programme, and make a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.