

PSHE (Personal, Social, Health Education) Policy

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education referencing Church of England Schools' documents)



Last reviewed on: November 2023

Approved by: PSHE Lead

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.

PSHE

At Brixworth CEVC Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

Through using Kapow we have a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"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."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that

core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here at Brixworth CEVC 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 equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression we use Kapow as our chosen teaching and learning programme. Each class tailors the lessons to suit the needs of the children. Appendix 1 shows exactly how our school meets the statutory Relationships and Health Education requirements.

Kapow’s regular updates ensure we are always using up to date teaching materials and that our teachers are well-supported through a range of CPD opportunities.

Our PSHE policy 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).

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, [second edition updated summer 2019](#)).

What do we teach when and who teaches it?

Whole-school approach

Kapow covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. These are taught across the school; the learning deepens and broadens every year.

Our units of study are

- Family and relationships
- Health and wellbeing
- Economic wellbeing
- Citizenship
- Safety and the changing body
- Identity (year 6 only)

At Brixworth CEVC Primary School we allocate 40-50 minutes to PSHE each week in order to specifically teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class Teachers and Higher Level Teaching Assistants deliver the weekly lessons to their own classes. In addition, we aim to 'live' what is learnt and apply it to everyday situations in the school community so that the explicit lessons are reinforced and enhanced in many ways throughout the school day. For example; through assemblies and collective worship, praise and reward systems, through relationships child to child, adult to child and adult to adult across the school.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools covers 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

These are all covered in 'Family and Relationships', 'Health and Wellbeing' and 'Safety and the changing body'.

Parents should also be aware that the Church of England states in 'Valuing All God's Children', 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'. These are mainly taught in 'Health and wellbeing' and 'Safety and the changing body'.

We ensure regular coverage of emotional and mental health throughout the school year

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. This is covered in 'Safety and the changing body'.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, **'Sex Education is not compulsory in primary schools'. (p. 23)**

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'.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

This is taught in Yr 5 and 6 as part of the PSHE unit 'Safety and the changing body'.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Brixworth CEVC Primary School, puberty is taught as a statutory requirement of Health Education and covered by our PSHE Programme. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

Year 6: Safety and changing body

Lesson 5: Conception

Lesson 6: Pregnancy and birth

Requests for withdrawal should be put in writing and addressed to the headteacher using the form found in Appendix 3 of this policy.

Monitoring and Review

The governing body gives serious consideration to any comments from parents about the PSHE and RSE programme and makes a record of all such comments.

Equality

This policy will inform the school's Equalities Plan.

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...

Throughout the Kapow programme, pupils will be taught about LGBT, gender stereotypes and attitudes. These are not stand-alone lessons but supported units throughout.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitivity that some children may have a different structure of support around them (for example: Looked after children or young carers).

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour (HBT) and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)

"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT bullying, should be included in physical, social, health and economic education or citizenship programmes. The

curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)

At Brixworth CEVC 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.

Appendices

Appendix 1 - Kapow Parental Slides

Appendix 2 - Kapow Parents Guide

Appendix 3 - Parent form: withdrawal from sex education within RSE

Appendix 3

Parent form: withdrawal from sex education within RSE

To be completed by parents/carers			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within sex and relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parent/carer	



RSE

Guidance for parents

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FAQs

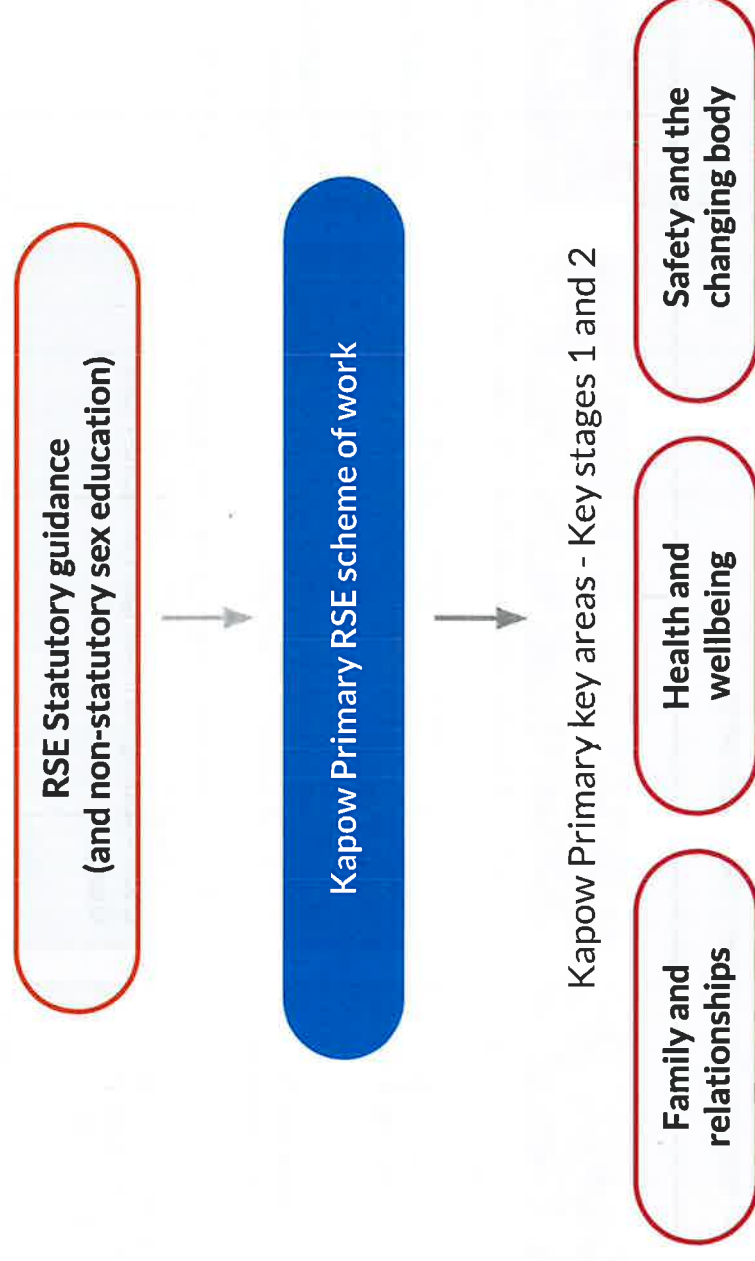
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EYFS: PSED

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of reception year. These are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory Development Matters guidance.

ELG: Self regulation	ELG: Managing self	ELG: Building relationships
Children at the expected level of development will: <ul style="list-style-type: none">-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;-Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.	Children at the expected level of development will: <ul style="list-style-type: none">-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;-Explain the reasons for rules, know right from wrong and try to behave accordingly;-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Children at the expected level of development will: <ul style="list-style-type: none">-Work and play cooperatively and take turns with others;-Form positive attachments to adults and friendships with peers;-Show sensitivity to their own and to others' needs.
Kapow Primary unit: My feelings	Kapow Primary unit: Listening and following instructions	Kapow Primary unit: My family and friends
	Kapow Primary unit: Taking on challenges	Kapow Primary unit: Special relationships
	Kapow Primary unit: My wellbeing	

How Kapow Primary's RSE subject is structured



Which RSE statutory requirements are we working towards in Year 1?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Caring friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Being safe:

- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 1: How is RSE covered in Kapow Primary's RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Exploring how families can be different.
- Characteristics and impact of positive friendships.
- Learning that issues can be overcome.
- People show feelings differently.
- Issues around stereotyping.

Safety and the changing body:

- Learning how to respond to adults in different situations.
- Distinguishing appropriate and inappropriate physical contact.

Health and wellbeing:

- Exploring personal qualities.
- Strategies to manage feelings.

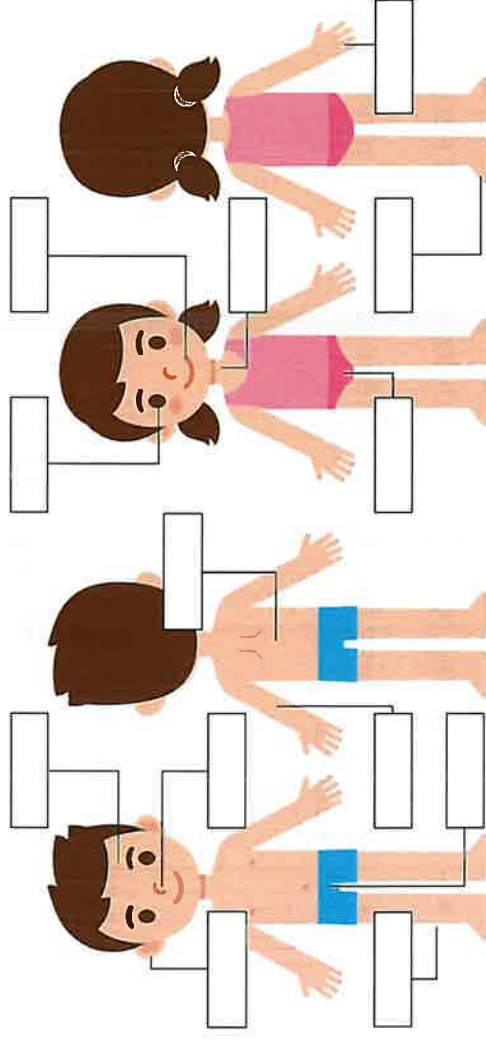
How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children of ages 5-6 are taught:

- Acceptable and unacceptable physical contact.
- The differences between boys' and girls' bodies.
- Scientific names for body parts (mixed-age lessons will also include the teaching of the following body part names: testicles, penis, vulva and vagina).

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



RSE updates specific to Year 1 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

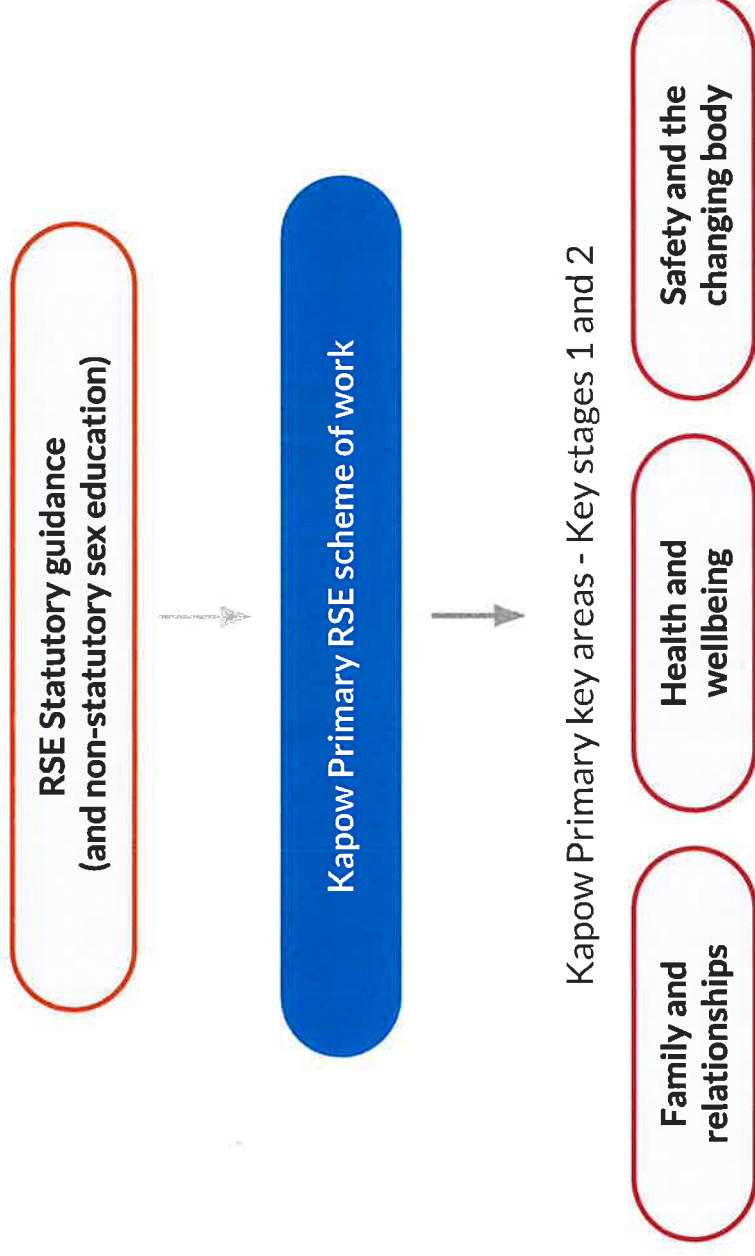
In Year 1 the appropriate areas are covered in the following lessons:

- To begin to understand that being friendly to others makes them feel welcome and included.
- To begin to understand what is meant by a stereotype.
- To begin to understand the difference between acceptable and unacceptable physical contact.

Top tips - how to help at home

- Listen to your child's joys, concerns and worries without judgement and spend time with them talking about life in and outside of school.
- Model the appropriate language for body parts, reinforcing the terminology taught within school.
- Remind children that appropriate contact should make a person feel cared for and important. Explain that it might also include touch that hurts or is uncomfortable, but these instances should only be to keep the person safe and healthy (e.g. getting an injection, or pulling someone back from a passing car).
- Encourage children to communicate any unwanted touches. For example, respect their wishes if they say they do not want to be kissed, cuddled or tickled, or ask someone to stop. Showing children that their boundaries are respected is an important part of them understanding how to respect others.

How Kapow Primary's RSE subject is structured



Which RSE statutory requirements are we working towards in Year 2?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Families are important for children growing up because they can give love, security and stability.
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Caring friendships:

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships:

- People sometimes behave differently online, including by pretending to be someone they are not.
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

Being safe:

- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- How to report concerns or abuse, and the vocabulary and confidence to do so.
- Where to get advice from e.g. family, school and/or other sources.

Year 2: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Learning that families are composed of different people who offer each other care and support.
- How other people show their feelings and how to respond.
- Looking at conventions of manners and developing an understanding of self-respect.

Safety and the changing body:

- Introduction to online safety.
- Distinguishing secrets from surprises.
- Naming body parts and looking at the concept of privacy.

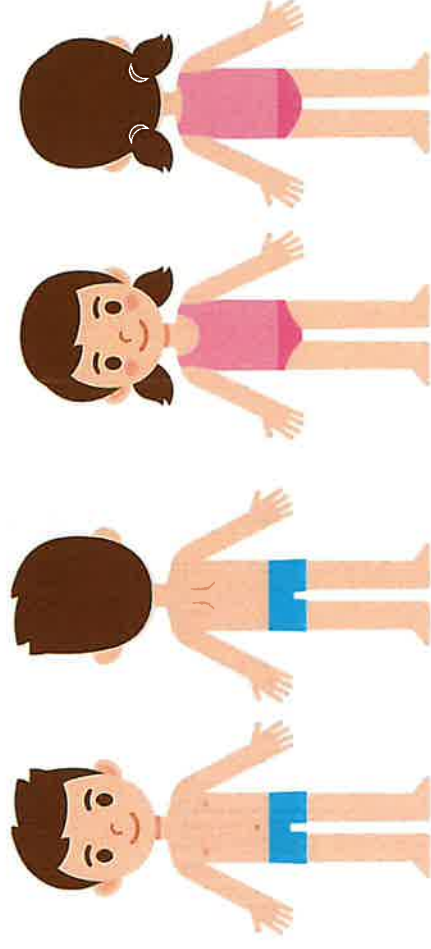
How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 6-7 will:

- Learn about 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



Head Neck Hand Arm Leg Foot Eye
Ear Nose Mouth Back Penis Vulva

RSE updates specific to Year 2 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

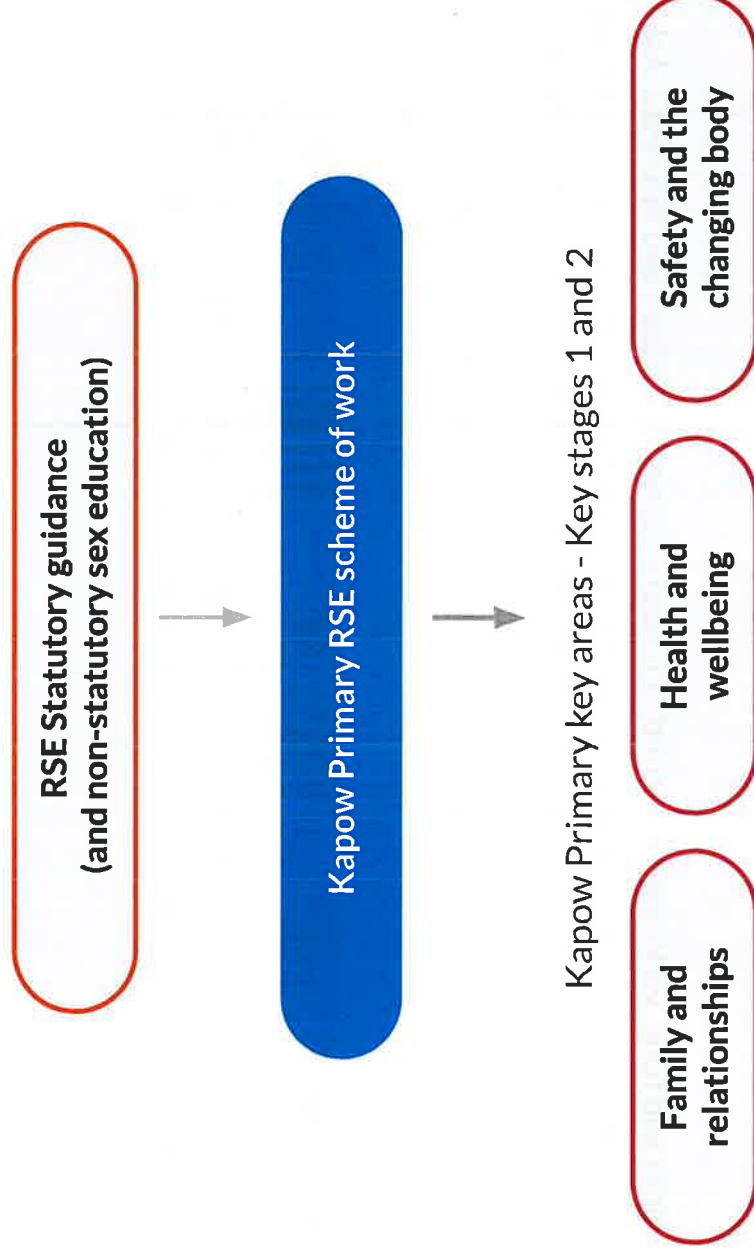
In Year 2 the appropriate areas are covered in the following lessons:

- To begin to understand that some friendships might make us feel unhappy and how to deal with this.
- To develop an understanding of stereotypes and how these might affect job/career choices.
- To begin to understand the difference between secrets and surprises.
- To begin to understand the concept of privacy and the correct vocabulary for body parts.
- To understand safe and unsafe touches.

Top tips - How to help at home

- Through your words and tone, welcome your child's curiosity for new activities and interests. Ask gentle questions to see what your child already knows, before adding new information. Don't assume that they know things because they use certain words. If you don't have the answer to your children's questions, it's OK to say that you don't know but will find out.
- Take time to play the online games your children like to play so that you can understand the features. You can find out if there is anything concerning you need to be aware of, such as safety features or parental controls which should be enabled.
- Use appropriate language for body parts at home so it reinforces what is taught at school.
- Remind your child that their body is their own and they don't have to let anyone touch it in a way that is unsafe and/or unwanted. Everyone else also has that right. This is the beginning of giving a child control over their body and teaching them about consent.

How Kapow Primary's RSE subject is structured



Which RSE statutory requirements are we working towards in Year 3?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships:

- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Being safe:

- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 3: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- How to resolve relationship problems.
- Effective listening skills and about non-verbal communication.
- Looking at the impact of bullying and what action can be taken.
- Exploring trust and who to trust and that stereotyping can exist.

Safety and the changing body:

- Be a responsible digital citizen.
- Cyberbullying, identifying unsafe digital content.
- Influences and making independent choices.

RSE updates specific to Year 3 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

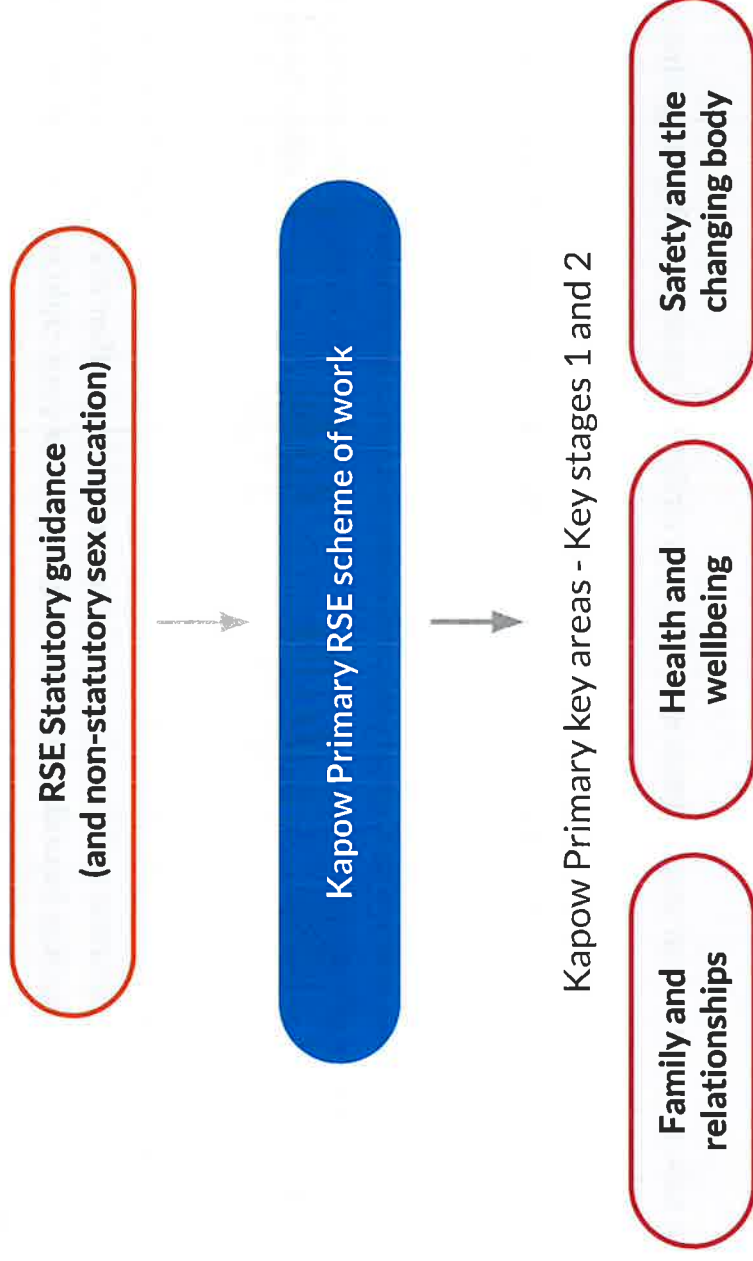
In Year 3 the appropriate areas are covered in the following lessons:

- To begin to understand the impact of bullying.
- To recognise that stereotypes are present in everyday life.

Top tips - How to help at home

- Find time to talk, just the two of you – ‘check in’ with them while you’re doing things together, so they get used to talking about their feelings.
- Play together – play helps children to be curious, learn new things, solve problems and express feelings without words.
- You can help your children learn how to deal with their emotions in a healthy way by modeling coping skills at home. You can engage in these skills with your child or talk them through doing them on their own. Activities such as deep breathing, using stress balls, art (painting, coloring, doodling) or going for walks can be great strategies for coping with feelings.
- Uncertainty about day-to-day schedules can lead to a lot of stress or anxiety in a child’s life. Creating a general routine at home can provide some relief and peace for your child, whether it’s a schedule for daily meals or a weekly movie night. Having clear boundaries is also important for your child to know what is expected of them at home and can minimise feelings of frustration from both parent and child.

How Kapow Primary's RSE subject is structured



Which RSE statutory requirements are we working towards in Year 4?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Respectful relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships:

- How information and data is shared and used online.

Being safe:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 4: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Learning that families are varied and differences must be respected.
- Understanding physical and emotional boundaries in friendships.
- The roles of bully, victim and bystander.
- How behaviour affects others.
- Appropriate manners and bereavement.

Health and wellbeing:

- Developing emotional maturity.
- Learning that we experience a range of emotions and are responsible for these.
- Appreciating the emotions of others.

Safety and the changing body:

- Building awareness of online safety and benefits and risks of sharing information online.
- Difference between private and public.
- Age restrictions.
- Physical and emotional changes in puberty.

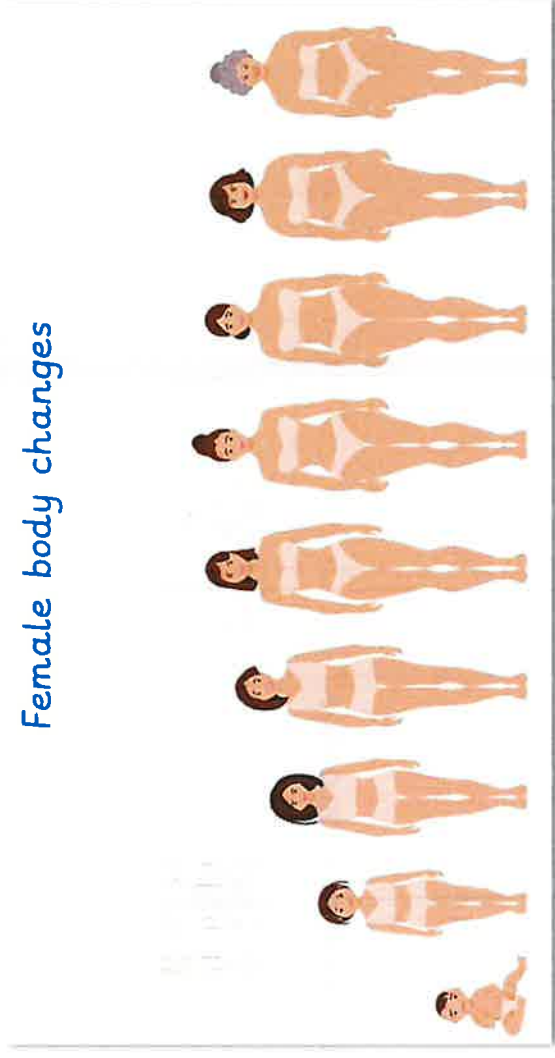
How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 8-9 will:

- Learn about some of the physical changes pupils will experience as they go through puberty.
- Understand that physical change is part of growing up.
- Identify the changes that males and females go through as they grow and develop from being a child to an adult.

Female body changes



RSE updates specific to Year 4 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

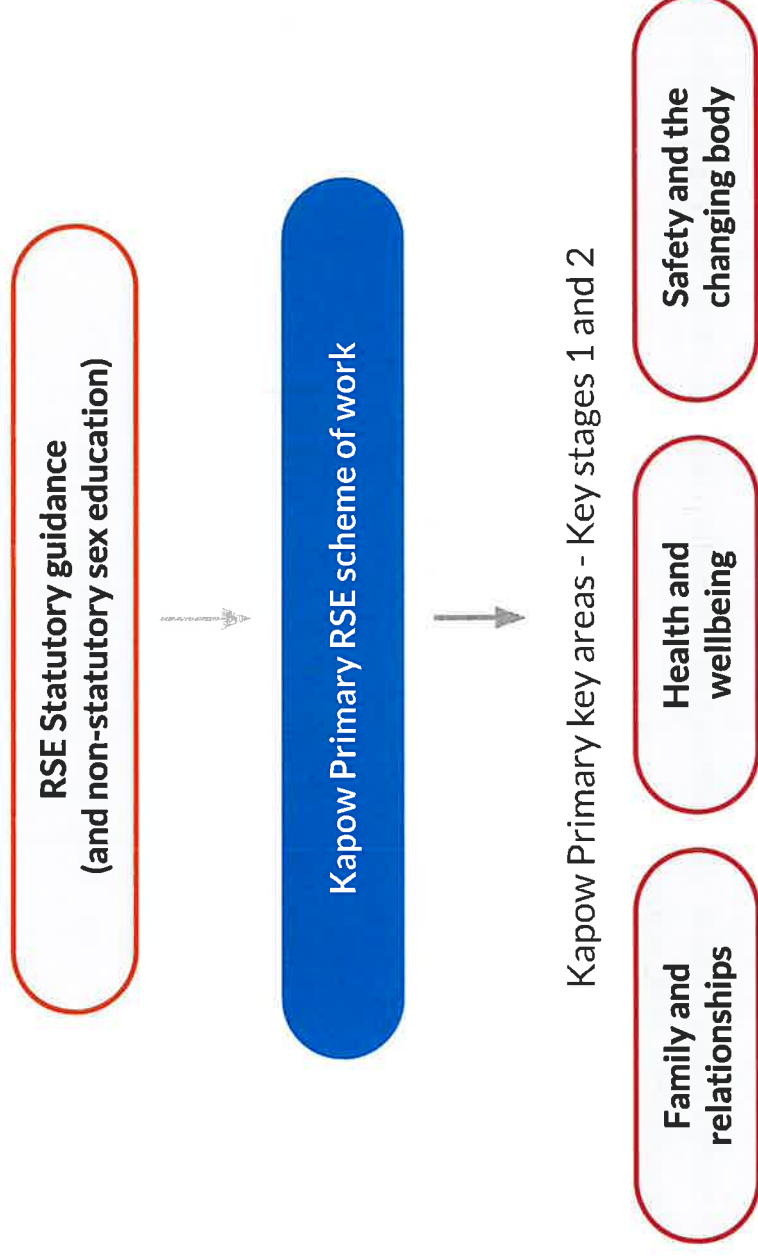
In Year 4 the appropriate areas are covered in the following lessons:

- To begin to understand the physical and emotional boundaries in friendships.
- To explore stereotypes in fictional characters and think about how these might influence us.

Top tips - How to help at home

- Children love to receive positive feedback and praise. Knowing they've done something well increases feelings of pride and confidence, which can stick with a child long-term. Providing positive reinforcement for behaviours will often encourage children to repeat that behaviour.
- Parental controls and privacy settings can help you manage how your child spends time online and help to keep them safe. Talk to your child before implementing any new settings and explain to them how different strategies can help to keep them safe.
- Show children it's important to take care of their physical and mental health. Model good habits to them (e.g. "I can feel myself getting a bit wound up about that parking ticket again, so I'm going to have a walk / bath (or both!) to calm myself down!").
- Start talking with your child about relationships, body changes, and growing up from a young age. This helps to normalise conversations and build healthy habits.

How Kapow Primary's RSE subject is structured



Which RSE statutory requirements are we working towards in Year 5?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care for them.
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

Respectful relationships:

- The importance of self-respect and how this links to their own happiness.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

Online relationships:

- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being safe:

- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 5: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Developing an understanding of families, including marriage, of what to do if someone feels unsafe in their family.
- Issues can strengthen a friendship.
- Exploring the impact of bullying and what influences a bully's behaviour.
- Learning to appreciate our attributes.

Safety and the changing body:

- Exploring the emotional and physical changes of puberty, including menstruation.
- Learning about online safety, influence.
- Strategies to overcome potential dangers.

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 9-10 will learn about:

- The menstrual cycle and other changes that happen during puberty.
- Emotional changes that occur during puberty.

Label or draw on Figure 1 to show some of the hygiene issues someone going through puberty might experience e.g. greasy hair, spots, smelling differently.

Label or draw on figure 2 what someone could do to help address these issues e.g. washing their hair more often, showering frequently and using deodorant.

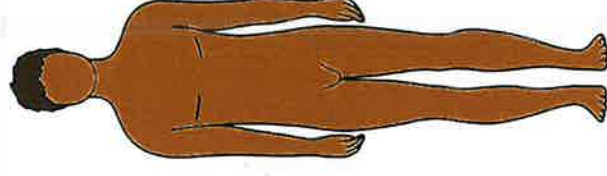


Figure 1

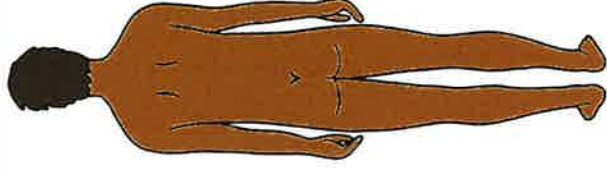


Figure 2

RSE updates specific to Year 5 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

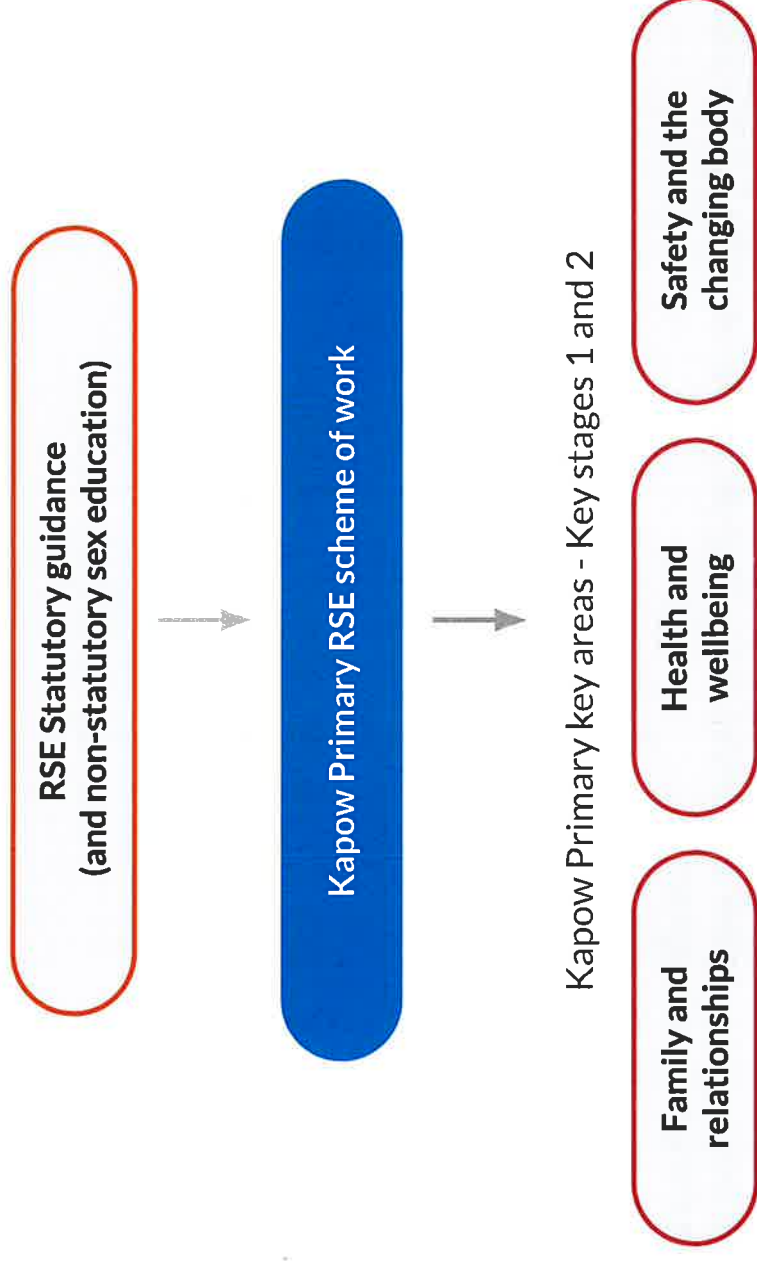
In Year 5 the appropriate areas are covered in the following lessons:

- To begin to understand some issues related to online friendships including the impact of their actions.
- To recognise how attitudes to gender have changed over time.

Top tips - How to help at home

- Make time and space to be able to give your child your full attention to share stories, have discussions and work through challenges.
- Explain that everyone is human and makes mistakes. Model effective ways to deal with difficult situations (e.g. calming down, saying you are sorry, explaining that you recognise you made a mistake and what you'll do to make sure it doesn't happen again). They will learn from you that it's okay to make mistakes, build resilience and identify healthy ways to cope with emotions.
- Find ways to include your child in decision-making processes. This can help children feel that they are heard and valued. Something as simple as asking them whether they think you should prepare rice or pasta for dinner can show them they have a voice and give them the confidence to use it.

How Kapow Primary's RSE subject is structured



Which RSE statutory requirements are we working towards in Year 6?

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships:

- Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships:

- People sometimes behave differently online, including by pretending to be someone they are not.
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

Being safe:

- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

Year 6: How is this covered in Kapow Primary's PSHE and RSE lessons?

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- To resolve conflict, through negotiation and compromise.
- Respect.
- Understanding that everyone deserves to be respected.
- Grief.

Safety and the changing body:

- The reliability of online information.
- The changes experienced during puberty.
- How a baby is conceived and develops.

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 10-11 will:

- Further develop their understanding of the physical and emotional changes that happen during puberty.
- Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.)
- Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.)

RSE updates specific to Year 6 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

In Year 6 the appropriate areas are covered in the following lessons:

- To understand that respect is two-way and how we treat others is how we can expect to be treated.
- To explore other people's attitudes and ideas and to begin to challenge these.
- To understand stereotypes and be able to share information on them.
- To understand the biology of conception.

Top tips - How to help at home

- Model safe and healthy internet use by using digital media and the internet in the way you want your child to use it now and in the future. For example, you might keep internet-connected devices out of bedrooms, and use technology for positive purposes.
- You might find that your child is more up to date with changing privacy and safety settings than you are! Ask your child to share what they know about online safety and the risks associated with using online platforms or the internet. Work together to adjust settings on devices and apps, emphasising the importance of keeping your child safe.
- Emotional ups and downs are a part of life. One of the best ways to address the concept of mental health and wellbeing is to let your child know that sometimes you feel flat too. It's important for your child to know that you'll be there for them when they're feeling flat or having a tough time. It can help just to say, 'I can see you're having a difficult day' letting your child know you are there to support them.
- Check any age restrictions on applications and social media as many should not be used by children under 13 years old. Discuss social media with your child and the risks of inappropriate content that they might see online. Encourage children to report anything that makes them feel uncomfortable to you, or via platforms, and take time to talk through why this content is offensive or inappropriate together.

FAQs

- Do you cover gender identity in RSE lessons?

No, the Kapow Primary scheme does not specifically cover gender identity as a topic, although lessons do cover identity more generally, helping children to understand themselves and others. Gender identity does not form part of the National Curriculum, and we would advise parents to speak to a member of their school staff team with any questions or queries.

- What do I do if I feel uncomfortable talking about certain topics with my child?

Creating a safe, open, supportive environment is important for children to be able to share their worries, concerns and thoughts. If you feel uncomfortable discussing topics with your child, be honest with them that you find it difficult and explain that you would like to give yourself some thinking time before you get back to them on any topics or questions. Seeking support from your child's school to help, such as discussing with class teachers or pastoral leads may help with how you could broach sensitive topics.



Kapow Primary Parents' and carers' guide for Relationships, Sex and Health Education (RSHE).

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education but it is up to schools to decide how they will teach this. Schools will discuss their approach with parents and carers.

There is no legal requirement for schools to teach sex education but the government recommends children learn about some key areas before they leave primary school.

Many schools will have been teaching these topics for a number of years. As with other subjects, we will work hard to make sure the lessons meet the needs of the children and are age appropriate. These topics are really important in helping children deal with current experiences and also to prepare them for the next stage of their education and ultimately for adult life.

Schools and the government recognise the important role you play in educating your children and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

What will my child be learning about?

Your child's school has chosen to use lesson plans from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

The lessons are divided up into three overarching themes:

- Families and relationships
- Health and wellbeing
- Safety and the changing body

Below is a summary of some of the areas covered within each theme:

Families and relationships

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping



Health and wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the changing body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

Will my child have to take part?

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons.

As a parent you do **not** have the right to withdraw your child from any of the statutory content on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach, apart from National Curriculum Science. It is recommended that you talk to your child's school about this before making a decision.

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to make sure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made up characters' experiences rather than their own. They also know the children in their class well and will have a sense of their needs and what they teach will be age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

We will be very happy to share more information with you on how they approach these topics.