



# **Howe Dell Primary School**

## **PSHE (Personal, Social, Health Education) Policy (including Relationships and Sex Education)**

Reviewed: July 2025

## **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 Howe Dell 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.

The Kapow scheme offers us 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 Sex 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 Howe Dell 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.

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

To ensure progression and a spiral curriculum, we use Kapow as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document and statutory Relationships and Health Education, shows exactly how Kapow and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported. In line with the latest Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2025), there will be adaptations to the scheme from September 2026.

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).
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(DfE, 2025\)](#) (guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers)

The Kapow scheme of work and lessons are aligned to the PSHE Association Programmes of Study for PSHE.

### **What do we teach when and who teaches it?**

#### **Whole-school approach**

The Kapow scheme follows a whole school approach which is broken down into three areas of learning in EYFS in line with the prime area of learning Personal, Social and Emotional Development:

- Self Regulation
- Building Relationships
- Managing Self

In Key Stage 1 and Key Stage 2, the units are as follows:

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

Each unit is revisited each year for children to build on prior learning.

At Howe Dell Primary School we allocate one session a week to PSHE to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies
- Praise and reward systems
- Cross-curricular links
- Curriculum Enrichment Days
- Visitors and school trips
- Through relationships child to child, adult to child and adult to adult across the school

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes. For more information about our curriculum, see our curriculum map on the school website.

## **Relationships Education**

### ***What is Relationships Education?***

Relationships education teaches children about building healthy and respectful relationships with others. This includes how to appropriately communicate their own feelings and recognise the feelings of others. Children learn the differences between appropriate and inappropriate or unsafe contact and how to resolve conflict, including safe and trustworthy people they can ask for help. Relationships education also explores online relationships and teaches children about staying safe online.

### ***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 will cover:

- 'Families and people who care for me'
- 'Caring friendships', 'Respectful relationships'
- 'Online relationships'
- 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Kapow Programme covers these is explained in the mapping document: RSE & PSHE Statutory Mapping Document.

It is important to explain that whilst the 'Families and Relationships' unit in Kapow covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Kapow e.g. the 'Health and Wellbeing' unit helps children appreciate the importance of self-respect and how this links to their own happiness. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

## **Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, including sex education sessions delivered by the class teacher. Biological & health aspects of RSE have close links to the science curriculum, and other aspects are included in religious education (RE).

## **Relationships Education**

Relationships Education is statutory and consists of 32 outcomes that pupils should know by the end of primary school; parents do not have the right to withdraw their children from this part of the curriculum. Relationships education focuses on

teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Positive personal attributes

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 sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). LGBT will be covered as an integral part of PSHE lessons – not as a discrete unit of work. As a school, we believe all children and families should be valued and included, hence images of many different family compositions will be shown within lessons on family relationships and within texts that are read across the whole school curriculum.

## **Health Education**

### **What is Health Education?**

Health education teaches children how to look after their physical and mental health. This includes healthy eating, strategies to support with mental health such as relaxation techniques, sun safety, and the benefits of sleep. Children also begin to learn some basic first aid to support themselves and others.

### ***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'

The expected outcomes for each of these elements can be found further on in this policy. The way the Kapow Programme covers these is explained in the mapping document: RSE & PSHE Statutory Mapping Document.

It is important to explain that whilst the 'Health and Wellbeing' unit in Kapow covers most of the statutory Health Education, some of the outcomes are taught elsewhere

in Kapow e.g. how to express and talk about feelings with others is covered within the 'Families and Relationships' unit.

Also, 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 as part of the 'Safety and the Changing Body' unit.

Again, the mapping document transparently shows how the Kapow whole-school approach spirals the learning and meets all statutory requirements and more.

## **Sex Education**

### **What is Sex Education?**

Sex education focuses on teaching children facts on puberty, conception, pregnancy, and birth. Sex education is aimed at providing children with the knowledge needed so they are correctly informed for the future.

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'.

At Howe Dell Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We teach sex education through different aspects of the curriculum. While we carry out the main sex education teaching in our PSHE curriculum, we also teach some sex education through other subject areas (for example, science).

At Howe Dell Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Kapow PSHE Programme in the 'Safety and the Changing Body' unit. 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. These lessons within the 'Safety and the Changing Body' unit are:

- Y6 Lesson 5: Conception (part of the lesson)
- Y6 Lesson 6: Pregnancy and Birth (full lesson)

### **Rationale for what is taught when**

At Howe Dell Primary School, we believe that knowledge empowers and protects children as long as it is age-appropriate. We feel a duty to prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.

Correct terminology for body parts is introduced early to normalise this biological vocabulary and support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their body.

Puberty is introduced gently in Y4 because it is important to prepare children for changes to their body, so they are not scared or worried. Menstruation is taught in detail in Y5. Understanding of human reproduction, conception and childbirth is age-appropriately covered in Y6.

During RSE lessons, there will be opportunities for children to ask questions. These questions will be dealt with sensitively and teachers will create a classroom environment where children feel safe and secure. Children may be given options to ask their questions in either whole class, small group or even individually. There may also be options for children to ask questions anonymously. Sometimes children may have questions that teachers may not wish to answer, for example if children ask questions about content that is taught in a year group above their age. In this event, teachers will contact parents to inform them of the questions their children have raised and can choose how they wish for children to learn about these topics e.g. discussions with parents at home.

For a detailed curriculum map about what is taught when, please see the PSHE area on our school website.

### **Special Education Needs or Disabilities (SEND)**

For children with Special Education Needs or Disabilities (SEND), children will, where appropriate, remain with their class to receive the same age-appropriate information as their peers. Teachers may use adaptive teaching strategies to support these children such as supplying additional scaffolds or resources to support these children and this may look different for each individual.

### **Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships or health education.

Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher. The headteacher or member of the SLT will discuss the request with parents and a copy of withdrawal requests will be placed in the pupil's educational record.

Alternative work will be given to pupils who are withdrawn from sex education and they will be asked to complete this work in a different classroom.

It is worth noting that while children can be withdrawn and the rest of the class can be told to keep discussion about the content of lessons for during class time or at home, it is inevitable that some talk about sex education may happen in front of those withdrawn. Parents need to be aware of this and decide whether they still want to withhold all associated learning or whether it is better that they hear the content from a professional rather than from other pupils, or alternatively whether they would prefer to teach the content themselves at home.

## **Monitoring and Review**

The PSHE Subject Leader along with other Senior Leaders of the school will monitor and evaluate the teaching and learning of RSE in line with the school's subject monitoring procedures. This includes lesson drop ins, book studies and pupil voice to capture strengths and areas of development within the subject. The Subject Leader will use this evidence to plan next steps.

The **Curriculum Committee** of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

## **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..."

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), 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 Howe Dell 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.



Appendix 1: Parent form: withdrawal from sex education within RSE

<b>TO BE COMPLETED BY PARENTS/CARERS</b>			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

<b>TO BE COMPLETED BY SCHOOL</b>	
Agreed actions from discussion with parents	