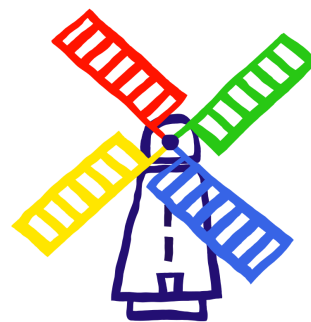




Relationship & Sex Education (RSE) & Personal, Social & Health Education (PSHE) Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



A community for learning. Raising expectations. Fulfilling high standards.

Policy Revised: March 2026

Policy Review Date: March 2027

Headteacher: Mrs Gemma Hillier



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1. Introduction

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.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

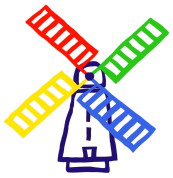
At Widmer End Community Combined School & Pre-School, we value PSHE as an essential part of promoting children's personal development, safeguarding, wellbeing and understanding of themselves and others. RSE and PSHE support children to develop the knowledge, skills and attributes they need to thrive both now and in the future.

2. PSHE-Statement of Intent

At Widmer End, we teach Personal, Social, Health and Economic Education as a whole-school approach to underpin children's development as individuals, supporting their emotional literacy, relationships, physical and mental health, and understanding of the wider world.

We use Kapow Primary's RSE & PSHE scheme of work as our chosen programme. This provides:

- A clear, spiral curriculum from EYFS to Year 6.
- Structured progression of knowledge and skills across six strands:
 - Families and relationships
 - Health and wellbeing
 - Safety and the changing body
 - Citizenship
 - Economic wellbeing
 - Identity (Year 6 only)
- Lessons that build safely and age-appropriately towards statutory outcomes in Relationships Education and Health Education.
- Coverage aligned to the PSHE Association Programme of Study and DfE statutory guidance.
- A consistent structure across the school including introductory lessons, explicit teaching, reflection and application.
- Additional support for online safety, safeguarding and sensitive issues, as outlined in Kapow's year-group breakdown.



Our curriculum also contributes significantly to the school's Safeguarding and Equality Duties, British Values, SMSC development, and Ofsted's Personal Development and Behaviour & Attitudes expectations.

3. Statutory Relationships and Health Education-The Legal Framework

The Relationships Education, Relationships and Sex Education and Health Education Regulations 2019 make:

- Relationships Education compulsory for all pupils receiving primary education.
- Health Education compulsory in all state-funded schools.

DfE Guidance (2019) states that primary education should provide the key building blocks of healthy, respectful relationships, focusing on families, friendships, online relationships, and being safe.

Schools are free to determine how to deliver the content, as long as the curriculum is planned, sequenced and age-appropriate.

Kapow Primary provides a fully aligned programme showing how each statutory outcome is met, in their statutory guidance document.

All schools must have a written policy for Relationships Education and RSE, which this policy fulfils.

4. Curriculum Overview

Kapow Primary covers all areas of PSHE for the primary phase, including statutory Relationships and Health Education. Each year group follows the same long-term structure:

EYFS

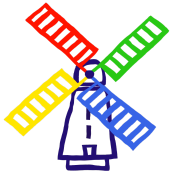
Three areas aligned to Development Matters:

- Self-regulation
- Building relationships
- Managing self

Years 1-6

Each year includes:

1. Introductory lesson – setting ground rules and creating a safe learning environment.
2. Six units (strands):
 - a. Families and relationships
 - b. Health and wellbeing
 - c. Safety and the changing body



- d. Citizenship
 - e. Economic wellbeing
 - f. Identity (Year 6 only)
3. Transition lesson

Lessons are taught weekly (45–60 minutes) by class teachers. Learning is reinforced through assemblies, school values, themed days, trips, and everyday interactions within the school community.

5. Relationships Education

Statutory Expectations

By the end of primary school, pupils should know and understand:

- Families and people who care for them
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

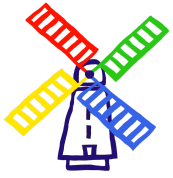
(DfE Statutory Guidance 2019)

Kapow's curriculum ensures full coverage of all statutory outcomes. This mapping is visible in the Kapow Statutory Guidance Coverage Document and in the Parent Guidance Breakdown.

How Kapow Delivers Relationships Education

Examples of Kapow's coverage include:

- **Families and relationships (Y1–Y6)**
 - Children learn about different families, respect, healthy relationships, resolving conflict, caring for others, and understanding safety within relationships.
- **Caring friendships**
 - Understanding how friendships are formed, managing problems, and challenging stereotypes and bullying.
- **Respectful relationships**
 - Stereotypes, manners, trust, managing emotions, recognising and challenging discrimination.
- **Online relationships**
 - Digital citizenship, safe online behaviour, privacy, recognising risks, and reporting concerns.
(Y3–Y6 include cyberbullying, online safety and digital influences)
- **Being safe**



- Boundaries, personal privacy, recognising unsafe situations, terminology for reporting concerns, and knowing how to seek help.

Kapow revisits and builds on each theme annually to ensure a secure spiral curriculum.

6. Health Education

Statutory Expectations

By the end of primary school, pupils should know about:

- 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 (puberty)

(DfE Statutory Guidance 2019)

How Kapow Delivers Health Education

Kapow's Health & Wellbeing and Safety & the Changing Body strands cover these areas in depth:

- **Mental wellbeing**
 - Emotional literacy, growth mindset, managing feelings, empathy, resilience (Y1–Y6).
- **Healthy lifestyles**
 - Exercise, sleep, hygiene, diet, dental health (Y1–Y6).
- **Drugs, alcohol and tobacco education**
 - Age-appropriate lessons from Year 3 onwards.
- **First aid**
 - Emergency responses such as calling 999, bites/stings, asthma support (Y3–Y5).
- **Puberty and bodily changes**
 - Taught as part of the statutory *Changing adolescent body* content (Y4–Y6).
- **Online safety and harms**
 - Integrated across Safety & the Changing Body and Health & Wellbeing.



7. Sex Education

Sex Education is not compulsory in primary schools, but the DfE recommends that children understand human reproduction before leaving primary school.

At Widmer End, we define Sex Education as the teaching of human reproduction.

Where Sex Education Sits in Kapow

In Kapow, content relating to conception is taught within:

- Year 6 – Families and Relationships
 - Biology of conception

Puberty is taught as *statutory Health Education*, not Sex Education.

Parent Right to Withdraw

Parents have the right to request withdrawal from non-statutory Sex Education lessons only.

We will notify parents of upcoming conception lessons and provide the opportunity to discuss content before it is delivered.

8. Managing Difficult Questions

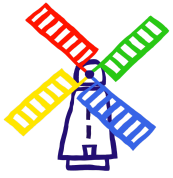
RSE and PSHE lessons are taught within a safe, respectful environment. We establish ground rules during the introductory lesson each year.

Pupils are encouraged to ask questions. Some questions may be better addressed individually or at home and will be handled sensitively.

Confidentiality cannot be promised. All safeguarding concerns will follow school safeguarding procedures.

9. Monitoring and Review

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.



10. 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..."

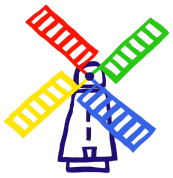
At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools 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 Widmer End Community Combined 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.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

11. Monitoring and Evaluation

The Senior Leadership Team oversees the implementation of the policy. Its impact is evaluated using feedback from pupils, staff and parents alongside lesson observations and pupil voice activities. The Governing Body reviews the policy annually.



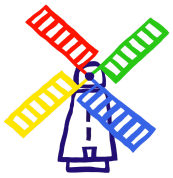
12. Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

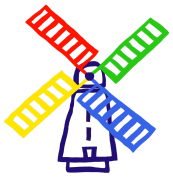
This policy aligns with the DfE statutory expectations for Relationships Education. Kapow’s comprehensive coverage ensures all statutory elements are fully met.

The guidance states that, by the end of primary school:

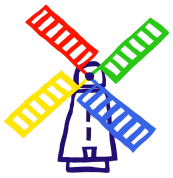
	Pupils should know...	How Kapow provides the solution
Families and people who care for me	<ul style="list-style-type: none">● R1 that families are important for children growing up because they can give love, security and stability.● R2 the characteristics of healthy family life, commitment to each other, 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.● R3 that 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.● R4 that 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.● R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).	All of these aspects are covered in lessons in the unit ‘Families and Relationships’



	<ul style="list-style-type: none"> ● R6 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	<ul style="list-style-type: none"> ● R7 how important friendships are in making us feel happy and secure, and how people choose and make friends. ● R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ● R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. ● R10 that 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. ● R11 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 and advice from others, if needed. 	All of these aspects are covered in lessons in the unit 'Families and Relationships'
Respectful relationships	<ul style="list-style-type: none"> ● R12 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. ● R13 practical steps they can take in a range of different contexts to improve or support respectful relationships. ● R14 the conventions of courtesy and manners. ● R15 the importance of self-respect and how this links to their own happiness. ● R16 that 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. 	All of these aspects are covered in lessons in the following units: <ul style="list-style-type: none"> ● Families and Relationships ● Health and Wellbeing



	<ul style="list-style-type: none"> ● R17 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. ● R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive. ● R19 the importance of permission-seeking and giving in relationships with friends, peers and adults. 	
Online relationships	<ul style="list-style-type: none"> ● R20 that people sometimes behave differently online, including by pretending to be someone they are not. ● R21 that 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. ● R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ● R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ● R24 how information and data is shared and used online. 	All of these aspects are covered in lessons in the unit 'Safety and the Changing Body'
Being safe	<ul style="list-style-type: none"> ● R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ● R26 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. ● R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ● R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ● R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. 	All of these aspects are covered in lessons in the following units: <ul style="list-style-type: none"> ● Families and Relationships ● Health and Wellbeing ● Safety and the Changing Body



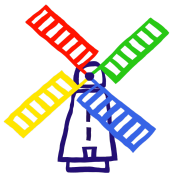
	<ul style="list-style-type: none"> ● R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard. ● R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. ● R32 where to get advice e.g. family, school and/or other sources. 	
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13. Physical health and mental well-being education in Primary schools – DfE Guidance

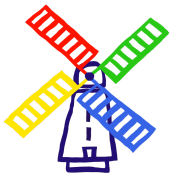
The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health. This policy aligns with statutory Health Education outcomes. Kapow provides structured teaching of physical health, emotional wellbeing, internet safety, first aid and puberty.

By the end of primary school:

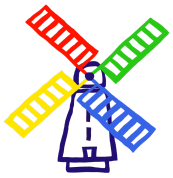
	Pupils should know	How Kapow provides the solution
Families & people who care for me	<ul style="list-style-type: none"> ● that families are important for children growing up because they can give love, security and stability. ● the characteristics of healthy family life, commitment to each other, including 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. ● that 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. ● that 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. ● that marriage represents a formal and legally recognised 	All of these aspects are covered in lessons in the unit 'Families and Relationships'



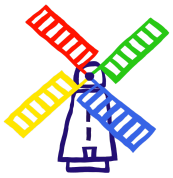
	<ul style="list-style-type: none"> ● commitment of two people to each other which is intended to be lifelong. ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	
<p>Caring friendships</p>	<ul style="list-style-type: none"> ● 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. ● that 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. ● 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. 	<p>All of these aspects are covered in lessons in the unit 'Families and Relationships'</p>
<p>Respectful relationships</p>	<ul style="list-style-type: none"> ● 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. ● the conventions of courtesy and manners. 	<p>All of these aspects are covered in lessons in the following units:</p> <ul style="list-style-type: none"> ● Families and Relationships ● Health and Wellbeing



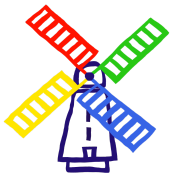
	<ul style="list-style-type: none"> ● the importance of self-respect and how this links to their own happiness. ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. ● 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. 	
<p>Online relationships</p>	<ul style="list-style-type: none"> ● that people sometimes behave differently online, including by pretending to be someone they are not. ● that 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. ● how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ● how information and data is shared and used online. 	<p>All of these aspects are covered in lessons in the unit 'Safety and the Changing Body'</p>
<p>Being safe</p>	<ul style="list-style-type: none"> ● 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. 	<p>All of these aspects are covered in lessons in the following units:</p> <ul style="list-style-type: none"> ● Families and Relationships ● Health and Wellbeing



	<ul style="list-style-type: none"> ● that 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, including online) whom 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 themselves or others, and to keep trying until they are heard. ● how to report concerns or abuse, and the vocabulary and confidence needed to do so. ● where to get advice e.g. family, school and/or other sources. 	<ul style="list-style-type: none"> ● Safety and the Changing Body
<p>Mental wellbeing</p>	<ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	<p>All of these aspects are covered in lessons in the following units:</p> <ul style="list-style-type: none"> ● Families and Relationships ● Health and Wellbeing ● Safety and the Changing Body



	<ul style="list-style-type: none"> ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	
<p>Internet safety & harms</p>	<ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● why social media, some computer games and online gaming, for example, are age restricted. ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons in the following units:</p> <ul style="list-style-type: none"> ● Health and Wellbeing ● Safety and the Changing Body



Widmer End Community Combined School & Pre-School

RSE & PSHE Policy

<p>Physical health & fitness</p>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons in the unit 'Health and Wellbeing'</p>
<p>Healthy Eating</p>	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<p>All of these aspects are covered in lessons in the unit 'Health and Wellbeing'</p>
<p>Drugs, alcohol & tobacco</p>	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<p>All of these aspects are covered in lessons in the following units:</p> <ul style="list-style-type: none"> • Health and Wellbeing • Safety and the Changing Body
<p>Health & prevention</p>	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<p>All of these aspects are covered in lessons in the following units:</p> <ul style="list-style-type: none"> • Health and Wellbeing • Safety and the Changing Body



	<ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. 	
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	All of these aspects are covered in lessons in the unit 'Safety and the Changing Body'
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons in the following units:</p> <ul style="list-style-type: none"> • Health and Wellbeing • Safety and the Changing Body