



HEADLEY PARK

PRIMARY SCHOOL

Headley Park Primary School
Policy Documentation

Policy: PSHE (including Relationships and Health Education and Sex Education)

Responsibility for review: PSHE Leader
Last Review May 2026

Version history		Key changes made
Date written	November 2020	-
Date of review	November 2021	Links to external documents added
Date of review	November 2022	-
Date of review	January 2024	Changes to the organisation of units in Jigsaw
Date of review	November 2024	Change to KAPOW
Date of review	May 2026	Statutory RSE 2026 guidance and Kapow updates

Curriculum Context and Intent:

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Relationships and Health Education are statutory curriculum elements required to be taught in all primary schools. The Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance 2026 has been revised and updated, replacing the 2019 guidance and curriculum content that must reflect these changes. **The 2026 Statutory RSE Guidance can be found here:** [2026 RSE Guidance](#)

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.

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

Relationships Education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health Education focuses on equipping pupils with the knowledge they need to make responsible decisions and be provided with opportunities that aid their development. When it is taught to a high standard, children will have an increased sense of self worth, resilience and self respect. As a result of effective teaching, children will be able to advocate when things are not right and prevent the risks of harmful situations.

A outlined in the Secretary of State Foreword, DfE Guidance, 2025 *"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."*

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

At Headley Park 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.

Implementation:

The Learning Environment

At Headley Park, there are four habits which underpin daily life.

- Be Ambitious
- Be Responsible
- Be Respectful
- Be Safe

These habits are upheld to ensure a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. In addition, each class agrees on 'ground rules' and create a 'class contract' which could include the following:

- We use kind and positive words
- We take turns to speak
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Curriculum:

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

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

- Cyclical: Pupils revisit the key areas throughout EYFS, KS1 and KS2.
- Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

The long-term sequence can be found [here](#).

How the Kapow Scheme of work is organised:

The Kapow Primary scheme is a whole school approach which is underpinned by the DfE's 2026 Statutory Relationships and Health Education Guidance. Kapow has designed their curriculum under 4 key strands to strengthen progression further and run through each year group as follows:

• Self-regulation • Managing self	Self-regulation Self-regulation involves recognising and managing emotions, thoughts and behaviour. It includes understanding feelings and their causes, staying calm when facing challenges, dealing with conflict respectfully and staying focused to follow instructions and complete tasks. Developing self-regulation helps pupils to manage themselves in the moment, especially when responding to others or facing challenging situations.	Managing self Managing self means taking responsibility for personal needs, choices and behaviour. It includes looking after the body, health and general wellbeing; for example, keeping clean and healthy, trying again when things go wrong and learning and following rules. Developing this strand helps pupils take greater ownership of their behaviour, routines and choices.
• Building relationships • Critical thinking	Building relationships Building relationships means making positive connections with different people, including friends, family members, adults in school and others in the community. To achieve this, pupils learn to start and join conversations respectfully, communicate in different situations, build trust by showing respect and set clear personal boundaries. Developing this strand helps pupils form and maintain strong, healthy connections with others over time.	Critical thinking Critical thinking is the ability to think independently and make thoughtful, well-informed decisions. It involves asking questions, exploring ideas and considering different perspectives to interpret information and form balanced opinions. In a world where information is everywhere – and not always reliable – critical thinking helps pupils to question what they see, hear and read, including online.

These strands are then woven into the curriculum and underpin the units of learning.

In Reception learning takes an open approach using prompts, stories and guided conversation to help pupils name feelings, talk about their experiences and begin to understand how others might feel. Learning reflects the EYFS characteristics of effective learning, which emphasise active engagement, exploration and early critical thinking.

RSE & PSHE in EYFS (Reception)

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

The Early Learning Goals (ELG) below summarise the knowledge, skills and understanding that all pupils should have gained by the end of Reception within the Personal, social and emotional development area. These goals are referenced throughout Kapow Primary's RSE & PSHE lesson plans, alongside the relevant non-statutory [Development Matters](#) guidance. EYFS content is organised under the most relevant ELG, though these areas are closely linked and often overlap.

Communication and language	Personal, social and emotional development	Physical development
ELG: Self regulation Children at the expected level of development will: - 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.	ELG: Managing self Children at the expected level of development will: - 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.	ELG: Building relationships Children at the expected level of development will: - 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: Taking on challenges Kapow Primary unit: My wellbeing	Kapow Primary unit: Special relationships Kapow Primary unit: My family and friends

Within KS1 and KS2, the 4 key strands are woven into eight areas of learning. Six of these units are statutory national requirements and two are non-statutory. Each year group has six units delivered across the year, with each containing six lessons lasting 45 minutes.

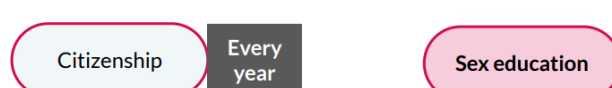
Each year in Term 1, introductory lessons are taught to familiarise pupils' with PSHE and RSE in order to help create an effective learning environment, a class contract is created to establish rules and create a safe and trusting place for children.

The distribution of the key areas are revisited over the years to build knowledge over time and are shown below:

Statutory:



Non-statutory:



The KAPOW programme has been carefully redeveloped to ensure the New 2026 RSE updates are reflective in the content. The KAPOW programme is also aligned to the PSHE Association Programmes of Study, as well as being informed by the following:

- [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).

Special Educational Needs and Disabilities (SEND)

We recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential. This includes:

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

Safeguarding

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

External contributors

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

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and

beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

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

Science

In line with National Curriculum, the Science outcomes follow attainment targets which cover areas of the PSHE curriculum:

- Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Year 2: Notice that animals, including humans, have offspring which grow into adults
- Year 3: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Year 5: Describe the life process of reproduction in some plants and animals and to describe the changes as humans develop to old age, including learning about puberty.
- Year 6: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans.

The Whole Curriculum

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

- School ethos
- Assemblies
- School trips
- Extra curricular activities and clubs such as Forest School
- Classroom and playground rules
- School Council and other areas of responsibility

Drug and Alcohol Education

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

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

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

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

Kapow's curriculum content covers facts about legal and illegal harmful substances and associated risks within the unit: **Staying Safe**. Children will be taught about different substances and what is safe or unsafe for the body. Content will include smoking, vaping, alcohol use and drug-taking. This will include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. The content is age appropriate and will be built on over time. The overview on what this looks like within lessons is below:

<i>Progression of knowledge and understanding</i>					Staying safe		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of KS2 Curriculum content
Drugs, alcohol, tobacco and vaping	Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).		Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).		Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco). Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). Explaining the risks and consequences of using harmful substances and practising how to say 'no'.		Drugs, alcohol, tobacco and vaping 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. <i>This statement is taken from the RSE and Health education statutory guidance.</i>
	To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful. To know that they should never touch or taste something if they do not know what it is. To know that household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult's permission. To know that if things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc).		To know that alcohol and smoking/ vaping are legal for adults but illegal for children. To know that alcohol and smoking/vaping both have harmful effects on the body. To know that medicines should only be used as directed by a trusted adult or health professional or they can be harmful.		To know that drugs are substances that change how the body or mind works. To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor. To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health. To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children. To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.		

We also seek to extend our offer through our HPPS safeguarding curriculum/ For instance, Year 6 also takes part in a drugs awareness workshop.

Impact:

Monitoring and Evaluation

The PSHE subject lead will monitor the impact of the programme through learning walks, pupil book studies and discussions with teaching staff to ensure consistent and coherent curriculum provision. They will also hold discussions with pupils across the school three times a year in order to evaluate the impact of our PSHE programme.

This will ensure:

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

Assessment

Assessment is embedded within lessons through discussion, reflection and knowledge catchers – an approach which fits well with the nature of RSE & PSHE learning. Teachers are expected to use formative assessments to support children's knowledge and progression over time.

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RHE) in school:

Relationships, Sex and Health Education plays a very important part in fulfilling the statutory duties all schools have to meet. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

Statutory guidance Relationships and Health education

Families and people who care for me

Caring friendships

Respectful, kind relationships

Online safety and awareness

Being Safe

General wellbeing

Wellbeing online

Physical health and fitness

Healthy eating

Drugs, alcohol, tobacco and vaping

Developing bodies

Personal safety

Basic first aid

Along with these statutory areas, **Citizenship** and **Sex Education** are also taught across the year groups, with citizenship taking place in every year group and Sex Education being in Year 6. Although these units are non-statutory, at Headley Park we believe teaching this knowledge is important. It sets children up with the knowledge, skills and attributes needed to lead safe, healthy and fulfilling lives.

The RHE **statutory** guidance also requires pupils to learn:

- About growth and the ways the body changes and develops over time, including puberty as part of the human life cycle.
- The physical and emotional changes that happen during puberty, including menstruation and what to expect as bodies mature.
- The correct names for external body parts, including private parts (e.g. penis, vulva, vagina, testicles, scrotum and nipples).
- That each person's body belongs to them and that they have the right to say no to unwanted touch.
- How to recognise and report when something feels unsafe or inappropriate.

Sex Education

The DfE Guidance recommends that all primary schools provide sex education which is developmentally appropriate.

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

Kapows non-statutory unit - **Sex Education** - builds on the statutory Growing up units taught in Years 2, 4 and 5.

Within the Sex Education unit, pupils learn about the functions of the male and female reproductive organs and that a sperm and egg join together to make a baby, usually through sexual intercourse. They explore how pregnancy begins and develops in the uterus, learn about birth and consider different ways people can become parents, such as through IVF and adoption. The unit also encourages pupils to reflect on the

responsibilities involved in becoming a parent and teaches that the legal age for sexual intercourse is 16. (Kapow, 2026)

At Headley Park, Sex Education is taught in a way which is developmentally appropriate for each year group and in line with the guidance. The content of the non-statutory sex education sessions is informative and accurate but crucially, is taught in a sensitive and age- appropriate way for Year 6 children.

Parent/carer right to withdraw

Parents/carers cannot withdraw their child from Relationships, Health Education (RHE) as this is a statutory requirement of schools by law. It is important that all children receive this content, covering topics such as friendships and how to stay safe. Parents/carers can not withdraw their child from the statutory Science curriculum. However, parents/carers have the right to withdraw their child from specific content within the non-statory sex education unit taught in Year Six. Parents/Carers can request a link to the portal where they can view the teaching material to make an informed decision for their child. If your child is withdrawn from specific sex education lessons, they will be taken out of the main class and alternative provision put in place.

Type of content	Examples	Can parents withdraw?
Science curriculum	Naming body parts; understanding reproduction in plants and animals; learning about puberty.	
RHE statutory content (including Growing up units)	Learning the correct names for private parts; understanding that bodies belong to us; recognising unsafe situations.	
Non-statutory Sex education unit.	How babies are conceived and born; the process of pregnancy and birth; different routes to becoming a parent.	

To ensure that parents are able to make an informed decision, we ensure that we:

- Share resources with parents before teaching the Year 6 Sex education unit and provide access to teaching material.
- Reassure parents that lessons are factual, age-appropriate and taught with care and sensitivity.
- Inform parents of their right to withdraw their children from this unit or lessons within it

If a parent or carer wishes their child to be withdrawn from Sex Education lessons. This request must be submitted in writing to the Class Teacher and Head Teacher at least one week in advance of the lesson so alternative arrangements can be made for the child. A meeting will then be arranged with the PSHE Lead. It is important that Parents/Carers seek support from the school and access curriculum information so that the right decision can be made for the child and for them to be supported in next steps. The right to withdraw will be recorded on a proforma to ensure all appropriate staff are aware and alternative lessons are provided during the delivery of the sex education content.

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 Headley Park 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.

Monitoring and Review

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