

St Cleopas C of E Primary Academy

Live, Laugh and Learn



PSHE & RSE Policy

Mission Statement:

Our School Vision is inspired by this bible verse:

John 13:34 “As I have loved you, so you must love one another, then everyone will know that you are my disciples”.

Our School Vision: St Cleopas is an inclusive community that nurtures and develops opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all.

Our School Values: At St Cleopas, we aim to develop all pupils so that they achieve and succeed. This happens in a caring, welcoming and loving environment based firmly on our Christian values:

Friendship – Respect – Joy – Compassion – Forgiveness – Courage

1. Policy purpose, vision and aims

At St Cleopas C of E Primary Academy, PSHE, Relationships Education and Health Education are taught as an essential whole-school entitlement. They help children to develop the knowledge, language, confidence and habits they need to be healthy, safe, respectful and ready for life in modern Britain. This policy also sets out our approach to the carefully planned, age-appropriate sex education.

Our Christian vision and values of friendship, respect, joy, compassion, forgiveness and courage are lived through this curriculum. We teach children to value themselves and others, form healthy relationships, recognise when something is not right, and seek help with confidence.

Our aims are to ensure that every child:

- builds positive, respectful relationships with family, friends, peers and trusted adults, both offline and online.
- develops self-respect, empathy, resilience, confidence and the ability to communicate clearly;
- understands how to keep physically and mentally healthy, including personal hygiene, wellbeing, safe use of medicines and first aid.
- knows the correct names for body parts, understands personal boundaries and can identify safe and unsafe situations.
- learns how and where to seek help, including how to keep asking until they are heard.
- is prepared for the physical and emotional changes of growing up, including puberty and menstruation.
- understands the importance of equality, dignity and respect, including respect for different family arrangements, cultures, faiths and protected characteristics.
- is equipped to make safer choices and to contribute positively to the school, local and wider community.

Whole-school approach

PSHE and RSE are delivered through planned, timetabled learning and reinforced through our behaviour curriculum, collective worship, safeguarding work, pastoral support, online-safety education, assemblies, enrichment, educational visits and visitors. The curriculum is designed to complement, not replace, the important role of parents and carers in supporting their child's development.

2. Statutory framework and policy status

This policy has been updated for the Department for Education (DfE) statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, published in July 2025 for introduction from 1 September 2026.

At primary phase, Relationships Education is compulsory for all pupils and Health Education is compulsory in state-funded schools. Sex education is not compulsory in primary schools, however, the DfE recommends that primary schools provide age-appropriate teaching about conception and birth in Years 5 and/or 6. The National Curriculum for Science also includes statutory learning about the human body, growth and puberty.

Important distinction: Relationships Education and Health Education are statutory and parents cannot withdraw their child from them. Parents may request withdrawal only from the non-statutory sex education identified in Section 5 of this policy. They cannot withdraw a child from statutory National Curriculum Science.

This policy reflects:

- the Children and Social Work Act 2017 and the Relationships Education, RSE and Health Education (England) Regulations 2019.
- the Education Act 1996 and Education Act 2002, including the requirement for a broad and balanced curriculum.
- the Equality Act 2010 and the Public Sector Equality Duty.
- the most recent versions of Keeping Children Safe in Education, the school's Safeguarding and Child Protection Policy, Behaviour Policy, Online Safety Policy, Equality Information and Objectives, SEND Policy and Science Curriculum.
- the Early Years Foundation Stage statutory framework and the National Curriculum for England.

3. Curriculum design and delivery

From September 2026, St Cleopas will use Kapow Primary's RSE & PSHE scheme as the core planned programme for Reception to Year 6. Kapow Primary provides a sequenced curriculum with lesson plans, staff guidance, assessment opportunities and parent information. The programme will be adapted where necessary to meet our pupils' needs, local context and safeguarding priorities.

The detailed long-term plan and statutory guidance mapping will be kept by the PSHE & RSE subject leader and shared with parents on request. The curriculum is revisited over time so that key knowledge and protective behaviours are taught in age-appropriate, manageable steps.

In Reception (EYFS)

PSHE and Relationships Education are embedded within the Prime Area of Personal, Social and Emotional Development, particularly self-regulation, managing self and building relationships. Children are supported to name feelings, build friendships, understand routines and boundaries, care for their bodies, recognise trusted adults and develop language for seeking help.

Across Years 1 to 6

The Kapow Primary programme is organised around a progressive set of connected themes. These include:

- Family and relationships - including caring and respectful relationships, friendships, different family arrangements, respect and anti-bullying.
- Health and wellbeing - including emotions, mental wellbeing, healthy lifestyles, personal hygiene and the benefits of physical activity.
- Safety and the changing body - including boundaries, online safety, first aid, medicines, puberty, menstruation and age-appropriate preparation for growing up.
- Citizenship - including rights, responsibilities, communities, respect for others and democracy;
- Economic wellbeing - including money, saving, spending, work and aspirations.
- Identity and transition - taught in upper Key Stage 2 to support self-understanding and preparation for secondary school.

How learning is taught

Teaching is factual, balanced, inclusive, age-appropriate and carefully sequenced. Staff will use clear, correct vocabulary and will not require pupils to disclose personal information or experiences. Lessons will use discussion, stories, scenarios, role play, visuals and retrieval activities as appropriate. Staff will make sensitive, professional adjustments where needed, while ensuring that all pupils access their statutory entitlement.

The school may add age-appropriate teaching in response to an identified local need or safeguarding issue. Where this happens, parents will be informed and relevant materials will be available for review on request.

4. Statutory Relationships Education and Health Education

The school's programme covers the DfE primary statutory content through the Kapow Primary scheme, with links to Science, Computing, PE, RE, safeguarding and wider pastoral provision.

Area	What this means in practice
Families and people who care for me	Families can look different and are characterised by love, care, security and stability. Children learn to recognise supportive family relationships, including families with same-sex parents, without assuming that every family looks the same.
Caring friendships and respectful relationships	Friendship, respect, kindness, privacy, personal boundaries, consent in everyday contexts, stereotypes, bullying and how to resolve disagreement or seek help.
Online safety and awareness	Respectful online behaviour, privacy, location settings, age restrictions, sharing information or images, harmful content or contact, and how to report concerns. Children learn that what is shared online may not be removable.
Being safe	Recognising unsafe situations, body privacy, appropriate and inappropriate contact, abuse, coercion, grooming, bullying and prejudice-based language. Pupils learn that abuse is never their fault and how to seek help.
Mental wellbeing and internet safety	Naming and managing feelings, seeking support, balancing online and offline life, respectful online conduct and understanding that online content may affect wellbeing.
Physical health and growing up	Healthy eating, physical activity, sleep, personal hygiene, dental health, medicines, basic first aid, changing bodies, puberty and menstruation.

The curriculum will not include teaching about the detail of different forms of sexual activity at primary phase. Protective content will be taught in a way that supports safety without causing unreasonable alarm or normalising risky behaviour.

5. Sex education in Year 6 and the right to withdraw

St Cleopas will provide carefully planned, age-appropriate sex education in Year 6 through the Kapow Primary Safety and the Changing Body sequence. The intended content is factual teaching about conception, pregnancy and birth, linked to prior learning about puberty and the statutory Science curriculum. This learning is delivered to prepare pupils for secondary school and is clearly identified as non-statutory sex education for the purposes of the parental right to withdraw.

The school will consult parents before delivery and will give advance notice of the dates and content. Parents will be able to view the materials used and will be offered guidance on continuing these conversations at home. Kapow materials remain the intellectual property of the provider and must not be copied, photographed or shared.

Parents and carers

- Parents and carers have the primary role in their child's development. We will work openly and respectfully with families, sharing the policy, curriculum overview and relevant materials on request.
- Parents cannot withdraw a child from Relationships Education, Health Education or statutory Science, including teaching on puberty and the human body.
- A parent may request that their child is withdrawn from some or all of the identified Year 6 non-statutory sex education. Requests should be made in writing to the Headteacher.

- Before a request is agreed, the Headteacher will meet with the parent and, where appropriate, the child. The discussion will clarify the content, consider the benefits of participation and address any concerns. The school will respect the parent's right to withdraw.
- A pupil who is withdrawn will receive purposeful, supervised education during the lesson. The school will record the request and the arrangements made.

Transparency: Parents cannot veto statutory curriculum content. However, the school will consult parents when developing or reviewing this policy, communicate sensitive content in advance and make all relevant materials available to view on request.

6. Safe teaching, safeguarding and responding to questions

PSHE and RSE can prompt questions or disclosures. All staff will follow the school's safeguarding procedures and the current Keeping Children Safe in Education guidance. Staff will not promise confidentiality. Any concern about a child's safety or welfare will be passed without delay to the Designated Safeguarding Lead (DSL) or a Deputy DSL in line with the school's Safeguarding and Child Protection Policy.

Creating a safe learning environment

- At the start of each unit, teachers will establish and revisit age-appropriate ground rules, including respectful listening, no personal disclosures, use of correct vocabulary, no laughter at others and the right to pass.
- Pupils may use an anonymous question system where appropriate. Teachers will answer factual, age-appropriate questions honestly, or explain that they need to seek advice before responding.
- If a question is more appropriately dealt with privately, or points to a possible safeguarding concern, the teacher will follow this up safely rather than answering it publicly.
- Teaching will not use shock tactics or create unnecessary alarm. It will focus on knowledge, protective behaviours, respect, help-seeking and clear signposting to trusted adults.

External visitors and contributors

Visitors may enrich the curriculum but will not replace the school's responsibility for planned teaching. Before working with pupils, external visitors must be appropriately checked, briefed on this policy and safeguarding procedures, and provide their credentials, lesson plan and materials in advance. Materials will be quality-assured by the school and available for parental viewing on request. A member of school staff will remain present throughout the session.

7. Equality, inclusion, faith and SEND

St Cleopas is an inclusive Christian school. We deliver PSHE and RSE in a way that is respectful of pupils' faith, family background, culture, community and lived experience, while fulfilling our responsibilities under the Equality Act 2010. We are clear when teaching reflects a religious belief and ensure that pupils are also taught the facts, law and language they need to live safely and respectfully alongside others.

Teaching promotes equality, dignity and respectful relationships. We challenge bullying, prejudice and harmful stereotypes, including stereotypes relating to sex, race, religion or belief, disability, sexual orientation and gender reassignment. When discussing families, we include a range of family arrangements, including same-sex parents, in an age-appropriate and matter-of-fact way.

The school will respond to questions about biological sex, gender reassignment or gender stereotypes factually, sensitively and in a way that is appropriate to pupils' age and understanding. We will not teach contested ideas as fact and will ensure that all children are treated with respect and dignity.

Pupils with SEND and additional needs

All pupils are entitled to high-quality PSHE and RSE. Teaching will be made accessible through appropriate adaptations, such as pre-teaching vocabulary, visual supports, concrete examples, repetition, smaller-group support, communication aids and adjusted pacing. Staff will take account of individual needs and vulnerabilities, particularly where pupils may be at increased risk of exploitation, abuse, bullying or misunderstanding social situations. Access will not be limited solely because a pupil has SEND.

8. Roles and responsibilities**Governing Body**

The Governing Body will ensure that the school has an up-to-date policy, that parents are consulted during policy review, and that provision meets statutory requirements. Governors will receive appropriate monitoring information about implementation and impact.

Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for ensuring that this policy is implemented, staff are supported and trained, parent communication is effective, and safeguarding and equality responsibilities are met.

PSHE & RSE subject leader

The subject leader will coordinate the curriculum, maintain the Kapow Primary long-term plan and statutory mapping, support staff, monitor provision, lead professional development and review resources. They will work with the DSL and SENCO where curriculum adaptations or safeguarding issues are identified.

Teachers and support staff

Teachers will deliver planned lessons professionally, follow agreed ground rules, use approved resources, adapt teaching appropriately and follow safeguarding procedures. Support staff will be appropriately briefed when involved in lessons.

9. Assessment, monitoring and review

Assessment in PSHE and RSE focuses on what pupils know, understand and can do. It does not assess children's personal values, beliefs, experiences or disclosures. Teachers will use Kapow Primary assessment tools such as knowledge catchers, low-stakes retrieval, discussions, observations, pupil voice and outcomes from lessons to identify misconceptions and inform next steps.

The PSHE & RSE subject leader will monitor implementation through curriculum review, lesson visits, work or outcome scrutiny, staff feedback, pupil voice and review of assessment information. This will help the school ensure that the programme remains age-appropriate, inclusive, responsive to local needs and effective in supporting pupils' wellbeing and safety.

This policy will be published on the school website and a free copy will be provided to anyone who requests one. It will be reviewed annually, and sooner if there are changes to statutory guidance, safeguarding expectations, curriculum resources or the needs of the school community.

Policy review information

Policy title	PSHE & RSE Policy
Effective from	1 September 2026
Policy owner	PSHE & RSE Subject Leader / Senior Leadership Team
Approval	Governing Body
Review cycle	Annual, or sooner if statutory guidance changes

10. Key documents and sources

- Department for Education (July 2025): Relationships Education, Relationships and Sex Education (RSE) and Health Education - statutory guidance for introduction from 1 September 2026.
- Kapow Primary: RSE & PSHE scheme of work, curriculum overview and statutory guidance mapping (2026 edition).
- Department for Education: Keeping Children Safe in Education - current version.
- DfE: National Curriculum in England - Science programmes of study.