RSE and PSHE Policy

Lower Halstow and Newington CEP Schools Federation

'Respect, Honesty, Kindness, Perseverance'

Approved	Team	Review
Autumn 2026	SLT	Autumn 2027

Lower Halstow Primary School

Purpose and scope

This policy sets out the intent, implementation and expected impact of our Relationships and Health Education and wider Personal, Social, Health and Economic Education (PSHE) curriculum, from Reception to Year 6. It guides teaching, pastoral practice, assessment and partnership with families.

We use Kapow Primary's RSE and PSHE scheme. RSE means Relationships and Sex Education; RSHE includes Health Education. These wider titles do not mean that we teach every optional Kapow unit. Our school does not deliver additional sex education beyond the science curriculum and does not teach Kapow's optional Year 6 sex education unit. We continue to teach relationships, puberty, health and protective safeguarding content.

1 Intent

Our vision and school community

Our vision is to ensure that every child meets their potential and becomes 'the best we can be'. As a small, village primary school, we place pupil resilience, wellbeing and relationships at the centre of our culture. We believe each child has inherent worth and should experience belonging, dignity and the opportunity to flourish, whatever their background, ability, faith or family circumstances.

Our size enables adults to know pupils well and build trusting partnerships with families. We use these relationships to notice changing needs and offer support early. We also help children understand lives and perspectives beyond their immediate community. Teaching is sensitive to personal circumstances and protects privacy within our close-knit village setting.

What we want for every pupil

We want pupils to develop the knowledge, language and practical skills to look after themselves, build healthy relationships and make informed decisions. We teach children to recognise their strengths, express feelings, seek help and approach setbacks with growing confidence. Resilience includes accepting support, recognising unsafe situations and knowing when to stop or ask for help.

Our school ethos informs how we model our values of honesty, kindness, perseverance and respect. Children learn to repair relationships where it is safe and appropriate; forgiveness never requires a child to accept harm or renew an unsafe relationship. We welcome families of all faiths and none and teach respect for different beliefs and ways of life.

2 Implementation

Curriculum organisation and progression

Kapow provides the main sequence for our curriculum. Teachers use the long-term plan, progression documents and statutory coverage mapping to plan learning across year groups. The PSHE and RSHE Lead checks school provision against the DfE guidance in force from September 2026 and the EYFS framework. School leaders retain responsibility for coverage and resource selection.

In Years 1 to 6, we timetable a dedicated lesson each week, organised into one unit each half-term, normally comprising six lessons. Each unit has an overarching question, supported by lesson questions and clear outcomes. Teachers adjust timing to the school calendar while protecting essential content. Any missed teaching is identified and rescheduled.

The curriculum revisits key ideas with increasing depth. Teachers establish what pupils already know, address misconceptions and connect new learning to previous units. Four strands run through teaching: self-regulation, managing self, building relationships and critical thinking. Pupils practise these skills across different contexts rather than encountering them only once.

Key areas of learning

- My healthy self: emotional literacy, mental and physical wellbeing, healthy routines and informed choices.
- Connecting with others: families, friendships, kindness, respect, boundaries, belonging and responding to bullying.
- The online world: safe communication, privacy, trustworthy information, online influences and seeking help.
- Citizenship: community participation, rights and responsibilities, fairness, democracy, careers and financial understanding.
- Staying safe: recognising hazards, resisting pressure, personal safety and accessing trusted support.
- Growing up: changes during childhood and puberty, including periods, emotional changes and personal hygiene.
- Health protection: preventing illness, hygiene, medicines, basic first aid and responding to emergencies.

We use the Year 6 further first aid option in place of the optional sex education unit. This extends earlier learning; it does not replace basic first aid teaching elsewhere in the curriculum.

Early Years and transition

In Reception, learning supports Personal, Social and Emotional Development through stories, play, modelling, guided conversation and everyday routines. Children explore feelings, relationships, listening, sharing and managing challenges. Adults observe learning in context and use this understanding to support transition into Year 1.

3 Implementation in the classroom

Consistent and purposeful teaching

Class teachers or HLTA – Higher Level Teacher Assistants - normally deliver lessons because established relationships support discussion and trust. Where another trained adult teaches, the class teacher shares relevant planning and pupil information securely. Staff prepare sensitive content in advance and use Kapow guidance and professional development to build confidence.

Lessons follow a familiar sequence: recap and recall, an engaging introduction, the main learning activities and a final reflection. Teachers model thinking and language, guide practice and provide opportunities for pupils to apply their learning. The structure is adapted for Reception and for pupils who need shorter teaching sequences.

We use stories, fictional characters, role play, practical activities, discussion and carefully chosen scenarios to make ideas concrete. Pupils practise listening, explaining their views and considering other perspectives. Written work, drawing, visual choices and verbal responses provide different ways to demonstrate understanding; lengthy written tasks are not a routine requirement.

Teachers explicitly introduce key vocabulary and revisit it using visual supports and knowledge organisers where useful. Short recall activities and questions during teaching identify gaps. Teachers adjust explanations, provide further examples and revisit learning before moving on when needed.

Access and inclusion

All pupils have access to the curriculum. Teachers work with the SENCO to identify barriers and make reasonable adjustments for pupils with special educational needs or disabilities. Adaptations respond to communication, sensory, emotional and learning needs while maintaining access to important health, relationships and safety knowledge.

Support may include pre-teaching vocabulary, visual prompts, concrete examples, simplified instructions, additional processing time, repetition, supported rehearsal and alternative communication methods. Staff explicitly teach how to recognise feelings, communicate boundaries and seek help. Individual preparation or follow-up may be needed around sensitive learning, in partnership with families where appropriate.

Resources represent different family arrangements and experiences respectfully, including single-parent, adoptive, foster and same-sex-parent families. Teaching challenges stereotypes and discriminatory language. Children are never asked to represent an entire faith, community or family type. We avoid assumptions about what a pupil knows or believes because of their background.

Learning across school life

Staff reinforce the curriculum through daily interactions, play, cooperative learning, collective worship, assemblies and opportunities to contribute to school and village life. These experiences support spiritual, moral, social and cultural development and understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

Pastoral support and targeted work complement class teaching. When pupils experience difficulties with friendships, emotional regulation or attendance, staff coordinate support and help them practise relevant skills. Teachers identify essential learning missed through absence and plan manageable opportunities to revisit it. Whole-school events and interventions do not replace the planned curriculum.

4 Safe and sensitive implementation

Relationships and puberty

Teaching builds understanding of caring relationships, personal space, privacy, appropriate boundaries and asking permission in everyday situations. Pupils learn how to recognise unsafe or inappropriate behaviour, identify trusted adults, not blame themselves for the behaviour of others and to keep seeking help if a concern has not been resolved.

Puberty teaching uses accurate scientific vocabulary and explains physical and emotional changes, periods and hygiene sensitively. Pupils learn that development varies and how to support their peers and themselves through the transitional period. All pupils receive relevant learning, including understanding changes experienced by others. Staff provide opportunities for questions and discreet access to practical support.

Our decision not to deliver additional sex education does not remove required science, relationships or health content.

A safe learning environment

Teachers agree and revisit ground rules: listen respectfully, use appropriate language, avoid naming individuals in examples and respect others' privacy. Children may pass on sharing a personal experience and can show their understanding in another way. We do not ask pupils to disclose private information about themselves or their families.

Fictional scenarios allow pupils to consider sensitive situations without discussing classmates. Staff explain the limits of confidentiality in language children understand and remind pupils how to speak privately with a trusted adult. Anonymous question opportunities may support participation, but pupils are also shown how to seek direct help.

Questions and disclosures

Adults respond calmly and without judgement. Questions within the planned curriculum receive accurate, age-appropriate answers. If a question goes beyond the content taught, the teacher acknowledges it and arranges suitable follow-up rather than providing an unplanned whole-class explanation. Staff consult the subject lead or designated safeguarding lead (DSL), consider the pupil's needs and involve parents where appropriate. A child with a challenging question or concern is not simply directed to ask their parents or carers without further support.

If a pupil discloses harm, staff listen, avoid leading questions and never promise secrecy. They record the concern accurately and report it promptly under the school's child protection procedures.

Resources and visitors

Teachers review resources for accuracy, age suitability, inclusion and consistency with this policy. Any visitor's contribution, materials, safeguarding arrangements and intended outcomes are agreed beforehand by the school. A member of school staff remains present and the school retains responsibility for teaching. Contributions must not promote commercial interests, impose personal beliefs or introduce unapproved content.

Staff challenge bullying, prejudice and harmful language consistently and follow the relevant school procedures. Curriculum teaching supports safeguarding and pastoral work; it does not substitute for responding to an individual concern.

5 Partnership and responsibility

Working with parents and carers

We value parents and carers as partners in children's personal development. We publish this policy on the school website and provide a hard copy on request. We share the curriculum overview and advance information about puberty and other sensitive teaching, including what materials we will use.

Parents can request access to all RSHE teaching materials through the school office. We arrange accessible viewing, with appropriate copyright conditions, and offer a conversation where helpful. Kapow's parent information supports communication but does not replace access to the materials actually used in school.

When developing or reviewing this policy, we invite parent comments through electronic, verbal and written channels, with a published feedback period. We also seek age-appropriate pupil and staff feedback. The subject leader summarises responses for school leaders and governors. We explain resulting decisions and inform families about significant curriculum changes in advance.

Withdrawal and concerns

Parents cannot withdraw pupils from statutory Relationships Education, Health Education, including puberty, or science content. Our school offers no additional sex education from which withdrawal is needed. If this position were to change, we would consult families and revise this policy before implementation; parents would have the right to withdraw their child from additional primary sex education.

Parents should raise questions first with the class teacher or PSHE and RSHE Lead. The head of school can discuss unresolved concerns; the school's complaints procedure remains available. We listen respectfully and work with families while fulfilling curriculum and safeguarding duties.

Leadership and accountability

The governing board approves and reviews this policy, checks that statutory requirements are met and considers evidence of access, progress and parental engagement. Governors uphold the school's equality and safeguarding responsibilities.

The head of school ensures that teaching time, staff preparation and resources are available, oversees implementation and resolves concerns. The PSHE and RSHE Lead maintains curriculum mapping, supports planning and training, monitors provision and coordinates consultation and review.

Class teachers deliver and adapt lessons, assess learning, communicate relevant information to families and report concerns. The SENCO supports accessible teaching and links with individual provision. The DSL advises on safeguarding content and manages concerns according to school procedures. All staff model respectful relationships and reinforce consistent messages across school life.

In our small school, one person may hold several responsibilities. Leaders agree clear ownership and manageable monitoring arrangements so that duties are covered without duplicating records or meetings. Relevant training is included in staff induction and revisited when needs or guidance change.

6 Impact and review

Expected impact for pupils

Our intended impact is that children increasingly feel valued, understand how to care for themselves and others, and have the confidence to use support. By the end of primary school, we expect pupils, with appropriate adaptations, to be able to:

- Describe healthy relationships, respect boundaries, recognise bullying and identify ways to seek help.
- Name and communicate feelings, use taught strategies and approach setbacks with growing resilience.
- Explain practical ways to support physical and mental wellbeing and understand changes associated with puberty.
- Apply safety knowledge to everyday and online situations and recognise when adult help is needed.
- Consider different perspectives, question unreliable information and make increasingly informed decisions about money and community responsibilities.

Assessing learning

Teachers assess through questioning, discussion, retrieval, observation, role play and short reflections. Knowledge catchers, where available, establish starting points and are revisited at the end of units. Alternative verbal, visual or supported responses ensure that literacy or communication differences do not obscure understanding.

Assessment considers progress from each pupil's starting point alongside curriculum outcomes. Verbal formative assessment which informs and shapes future learning is the main assessment method. We assess knowledge and skills, not a child's personal beliefs, family circumstances or willingness to disclose experiences. Persistent emotional or behavioural needs prompt support and do not by themselves indicate poor learning.

Review and related documents

This policy is reviewed annually and sooner when guidance or school needs change. It should be read alongside the annual curriculum overview, science curriculum, safeguarding and child protection policy, behaviour and anti-bullying policies, SEND and equality policies and online safety policy.

Curriculum and guidance references

This policy draws on Kapow's 2026/27 curriculum materials and the following guidance:

DfE Relationships Education and Health Education guidance in force from September 2026

DfE Early Years Foundation Stage statutory framework

Kapow Primary RSE and PSHE parent information

Roll out (2026 only)

As we transition to the new Scheme of Work and Kapow materials, we will use these alongside longstanding existing elements of our personal development curriculum such as our autumn safety week and safety progression and coverage i.e. sun, water, road, rail etc. and our online safety programme within computing and personal development. From Sept 2027 these elements will be aligned with the Kapow teaching sequence to streamline the input for pupils.