



Striving together for excellence and enjoyment

Personal, Social, Health Education (PSHE) and Relationships, Sex Education (RSE) Policy

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Policy Review:	July 2027
Policy approved:	15 th October 2026 (Full Governing Body)

Introduction

This is the policy of Pirton School on the approach taken to Personal, Social, Health Education (PSHE) and Relationships, Sex Education (RSE) approved by the governors October 2026 following a consultation with parents and carers.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.

The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

The Department for Education published updated Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance in July 2025. This can be accessed by clicking this link [Guidance](#)

This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

The Equality Act 2010.

The Education Act 1996.

Statutory guidance, Keeping Children Safe in Education 2026.

Sex education (including right to withdrawal from these lessons)

Sex education is not compulsory in primary schools, but the new curriculum for relationships education and health education includes content on puberty.

The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education. A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The following process will be followed if a parent or carer to allow parents/carers the right to exercise their wish to withdraw their child from sex education:

- In advance of teaching the sex education content the teacher will advise parents as to when the sex education sessions are going to be delivered in school.
- Parents/carers should contact the head teacher by email prior to the day of the lesson if they wish to withdraw their child from these lessons
- Parents/carers will be invited in for a meeting. The meeting will give an opportunity for the school and the parent/carer to discuss concerns, share content of the sessions and to outline the impact on the children of missing sex education lessons.
- Children who are withdrawn will spend the duration of the lesson in a different classroom covering another aspect of the RSE / PSHE curriculum independently.

What is PSHE & RSE?

PSHE stands for Personal, Social, Health and Economic Education. RSE stands for Relationships and Sex Education. Schools may use different names for these subjects: RSE may be referred to as RSHE when health education is included; similarly, PSHE may be referred to as PSHCE when citizenship is included.

Since September 2023, Pirton School has used the RSE/PSHE scheme from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. We believe that the best practice approach is for RSE to be covered as part of a wider programme of PSHE education including additional topics such as citizenship and economics which also contribute to personal development. Weekly lessons for KS1 will be 30 minutes and for KS2 will be **at least** 30 minutes.

The Kapow Primary [RSE & PSHE](#) scheme covers the full breadth of learning pupils need to stay healthy, safe and prepared for life. This includes:

- Personal.
- Social.
- Health.
- Economic.
- Relationships.
- Citizenship.
- Sex education

Structure of RSE and PSHE teaching at Pirton School

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.

Kapow RSE & PSHE follows a spiral curriculum model, where key concepts are revisited and deepened over time, ensuring learning is age-appropriate, meaningful and secure.

Lessons across Years 1 to 6 are organised into nine key areas:

- **My healthy self**
- **Connecting with others**
- **The online world**
- **Staying safe**
- **Health protection**
- **Growing up**
- **Citizenship** (*non-statutory at present; included in the forthcoming National Curriculum from September 2028*)
- **Sex education** (*non-statutory*)
- **First aid** (*non-statutory*)

Units of work

Each unit of lessons contains:

- Six lessons, linked to a clear overarching enquiry question

Assessment is embedded within lessons through discussion, reflection and knowledge catchers.

Bespoke characters

For pupils, a bespoke set of characters is embedded throughout the scheme. This distancing technique allows children to explore sensitive topics safely, without needing to share personal experiences. It helps to:

- Reduce embarrassment
- Lower safeguarding risks
- Encourage empathy and honest discussion
- Support thoughtful, age-appropriate problem-solving

Teaching – what, when, how and to who

2026-2027	Autumn	Spring	Summer
Wrens (Reception)	Self-regulation: My feelings Building relationships: Special Relationships	Managing self: Taking on challenges Self-regulation: Listening and following instructions	Building relationships: My family and friends Managing self: My wellbeing
Robins (Year 1)	My healthy self: How can we look after our emotions? Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online? Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life? Staying safe: How can I stay safe?
Swifts (Year 2)	My healthy self: How can we look after our bodies? Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online? Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow? Staying safe: How can I make safe choices in different places?
Kestrels (Year 3)	My healthy self: How can I take care of my mind and body? Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online? Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen? Citizenship: What careers do people choose and why?
Falcons (Year 4/5) These children are covering Year 1 of the mixed Year 3 and Year 4 planning. The class teachers will provide opportunities for the Year 5 children to access Year 5 material.	Connecting with others: What helps us feel safe and included? The online world: How should we communicate online?	Citizenship: What careers do people choose and why? Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other? The online world: How can we decide what to trust online?
Owls (Year 5/6) These children are covering Year 1 of the mixed Year 5 and Year 6 planning. The class teachers will ensure that the Year 6 children cover all Year 6 content in this academic year.	Connecting with others: Why are healthy relationships important? The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money? Connecting with others: What does it mean to stand up for myself and others?	Online world: How do I feel about the things I see online? Staying safe: How can I stay safe as I grow up? <u>Sex education</u> - How do people become parents and carers?

Until Spring 2027 we will not know our class compositions for 2027-2028. However we know that the children who have received the mixed age planning in 2026-2027 will need to receive the following content in 2027-2028. Children who are in single age classes in 2027-2028 will receive the curriculum for their year group as shown above.

2027-2028	Autumn	Spring	Summer
Children in Year 5 (these children are currently in Year 4)	Connecting with others: Why are healthy relationships important? The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money? Connecting with others: What does it mean to stand up for myself and others?	Online world: How do I feel about the things I see online? Staying safe: How can I stay safe as I grow up? <u>Additional unit for children who are currently Year 5 in Year 4/5 class</u> <u>Sex education</u> - How do people become parents and carers?
Children in Year 6 (these children are currently in Year 5 in the mixed Year 5/6 class)	My healthy self: How can I support my mind and body as I grow? Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up? My healthy self: How do my choices today shape my future health?	Citizenship: How can we protect everyone's rights? Sex education: How do people become parents and carers?

Puberty and period education

Learning is introduced gradually and built over time. In Year 2, pupils are introduced to the concept of bodily changes as they grow, covered in the 'Growing up' unit.

In Year 4, learning focuses on the changes that occur as children grow and how to manage them, rather than why they happen, with an emphasis on reassurance and practical strategies. Learning covers menstruation and the introduction of the term 'puberty'.

In Year 5, pupils explore why these changes occur and learn more about the biological processes involved in puberty, including the role of hormones. This includes learning about the menstrual cycle and other puberty changes, such as erections and wet dreams. This learning links with the Science curriculum, where pupils study the changes during puberty and reproduction in animals.

Language and Terminology

The Kapow scheme has been developed in consultation with specialists in RSE & PSHE education. This has helped ensure that content, language choices and sequencing are age-appropriate, inclusive and aligned with statutory guidance and best practice.

Outdated or potentially stigmatising terms are avoided in favour of neutral, factual language. For example:

- 'Menstrual products' or 'period products', rather than 'sanitary products'.

- The correct scientific names for body parts, rather than slang or euphemisms.
- Neutral language that recognises the different ways babies may be born, rather than terms such as 'natural birth'.

These choices help reduce stigma, avoid value judgements and support respectful, inclusive teaching.

Body Parts (names)

The Kapow scheme introduces the correct names for external private body parts in Years 2, as outlined in the statutory guidance. These include 'penis', 'vagina', 'testicles' and 'nipples'.

Using correct body part terminology from an early age is vital for safeguarding, as it allows children to report concerns clearly. It also normalises these terms and aligns with the Key stage 1 Science curriculum.

In Year 4, pupils learn the correct names for external body parts that change during puberty, such as 'breasts' and 'armpits'; and learn vocabulary to describe visible changes, such as the growth of pubic hair.

In Year 5, pupils learn about the internal reproductive organs, such as the 'uterus', 'ovaries' and 'fallopian tubes' to understand the menstrual cycle. They also learn puberty-related terms such as 'erections' and 'wet dreams'.

Gender Identity

The Kapow scheme does not include teaching about gender identity or gender reassignment as concepts. However, pupils are taught to treat others with kindness and respect across the curriculum. This includes learning to challenge gender stereotypes, recognise unfair assumptions and understand that people may express themselves in different ways.

The scheme also includes a diverse range of characters and scenarios that reflect differences in interests, personalities and family life, including children who do not conform to traditional gender stereotypes. This approach aligns with statutory guidance, which requires primary schools to promote respect, challenge discrimination and avoid reinforcing harmful stereotypes, while ensuring learning remains age-appropriate.

Sexual orientation and same-sex relationships

Sexual orientation is not taught explicitly under the Kapow scheme. However, same-sex relationships are represented naturally within lessons about family life and relationships.

When pupils learn about different types of families, statutory guidance recommends that schools include same-sex parents alongside other family set-ups and this is reflected in the Kapow Primary RSE & PSHE scheme. These examples sit alongside other family structures and are presented in a factual, age-appropriate way.

It addresses marriage and civil partnerships in line with statutory requirements, emphasising that these are formal, legally recognised and intended to be lifelong commitments. Furthermore, the scheme aims to develop pupils' understanding of healthy, loving relationships and promote respect for all individuals.

Food and health education

Food and health education is developed with input from a qualified nutritionist to ensure content is accurate, age-appropriate and aligned with statutory RHE guidance. This includes the careful, factual use of statutory terms such as 'calories' and 'obesity'.

Teaching avoids labelling foods as 'good' or 'bad', focusing instead on balance, variety and moderation and on how different foods support the body and affect health over time. Pupils are encouraged to develop critical thinking about food choices, including understanding nutritional information and questioning marketing and advertising. Lessons emphasise that bodies and needs vary and use supportive strategies, such as scenarios and agreed ground rules, to avoid focusing on pupils' personal experiences.



Striving together for excellence and enjoyment

Dear Parents/Carers of children attending Pirton School,

From September 2026, there is new statutory framework for Relationships and Sex Education (RSE) which forms part of the Personal, Social and Health Education framework (PSHE).

This letter is to outline the changes to you and to ask for your input and involvement into the development of our RSE curriculum.

The overall picture for primary schools hasn't shifted dramatically – relationships and health education remain compulsory, while sex education stays optional. Before your child is taught content that falls under sex education, you will be informed and given the right to withdraw your child from the lessons that go over and above the statutory Science curriculum which all children must participate in.

From September 2026 you, as parents, are able to view any RSE materials used in class. Teachers can provide access to individual lessons or whole units using a secure email link. You do not need an account to view the content.

The guidance emphasises teaching children how to:

- Set and respect personal boundaries.
- Recognise unsafe online or offline relationships.
- Seek help when something feels wrong.

This is about safeguarding children with age-appropriate skills and knowledge. By giving children the tools to recognise risk and manage safe decisions, both now and in the future, schools, like Pirton School play an important role in helping them navigate a world where social norms, online behaviours and pressures are constantly shifting.

Terminology – body parts

Teachers have explicit direction on terminology:

- Pupils should learn the correct names for body parts (including penis, vulva, vagina, testicles, nipples, scrotum).
- These terms should be taught within the context of privacy, boundaries and respect.

Menstruation (periods)

This should be introduced *before* pupils are likely to experience it – the guidance suggests starting from Year 4 – and teachers are encouraged to use clear, accessible language such as “period pads” and “menstrual products” instead of outdated terms like sanitary towels.

Online safety

Since the 2019 guidance, the online world has changed a lot, and the new guidance ensures that teaching keeps up with it.

Updates include:

- Age limits for social media
- Risk around image-sharing and online pressure
- Privacy and location settings
- Online gaming safety
- Critical thinking about online wellbeing

Personal safety and first aid

New content has been added to help children recognise and manage risk, including:

- Rail and water safety
- Peer influence and pressure
- Updated first aid guidance – with an emphasis on reporting incidents rather than filming them

Change and loss

For the first time grief and bereavement are specifically mentioned. Children need to be taught:

- Grief is a natural response to bereavement
- Responses to grief look different for everyone
- Change and loss can provoke a wide range of feelings

We acknowledge that staff and children's personal experiences of bereavement make this a sensitive topic. We will consider this when planning how and when to cover this content and will also make parents aware where we know this may be particularly sensitive for a particular child or group of children.

Families and representations

As before in the 2019 guidance, teaching should reflect the diversity of family life – from same-sex parents to kinship carers – so that all children feel recognised and respected. This means careful consideration in the use of content (images, videos, stories) to respect and represent diverse families.

The 2025 guidance doesn't change the core of primary RSE and Health Education – it clarifies how it should be taught, communicated and kept up to date.

The consultation period opens today (Monday 28th September) and closes on Tuesday 5th October. During this consultation window if you would like to view any of the individual lessons, please contact the school office. We are able to send you a link to view all of the lesson content, but this has to be set up on an individual basis due to the platform we use.

Our PSHE and RSE curriculum is delivered using Kapow. You can access more publicly available information about Kapow by following the link but you will not be able to access the individual lessons without an access email from school.

[Primary School Schemes of Work, Lesson Plans and CPD](#)

Kind regards,

Mrs. Magdeburg
Headteacher