



Kimbolton and Orleton Primary Schools

PSHE and RSE Policy

Academic Year: 2026–2027

Policy approved by: Governing Body

Date approved: September 2026

Date of next review: September 2027

Policy owner: PSHE/RSE Subject Leader

Headteacher: Adam Breakwell

Governor responsible: Will Mears (Kimbolton) Sallie Peacock (Orleton)

1. Policy Statement

At Kimbolton and Orleton Primary Schools, we recognise that Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) are essential components of a broad, balanced and inclusive primary education.

Our PSHE and RSE curriculum aims to help pupils develop the knowledge, skills, attitudes and understanding they need to lead healthy, safe, fulfilling and responsible lives. It supports children to understand themselves, develop positive relationships, make informed decisions, recognise risks, seek help when needed and participate positively in their school and wider communities.

From September 2026, the schools follow the revised **Kapow Primary RSE & PSHE scheme of work**, adapted where necessary to reflect the needs of our pupils, our school communities and local circumstances.

The curriculum is taught progressively from the Early Years Foundation Stage through to Year 6. Learning is revisited and developed over time so

that pupils can build secure knowledge, practise skills and apply their understanding to increasingly complex situations.

The schools recognise that effective PSHE and RSE education is closely connected to safeguarding, health education, online safety, citizenship, inclusion, mental wellbeing and personal development.

This policy has been developed by our RSE lead and the headteacher in consultation with staff, pupils, governors and parents. The process for this involved proactively engaging and consulting with parents during the development of the policy and ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children.

In our school, we fully embrace this approach by writing to all stakeholders, explaining the importance of PHSE and RSE, allowing them time to read our policy and all relevant documentation and make comments for our consideration as well as offering meetings to any parents who would like to discuss or policy and or approach further.

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) at Orleton and Kimbolton Primary Schools for staff, parents/carers and governors and other stakeholders.

2. Legislative and Curriculum Framework

This policy has regard to the following legislation, statutory guidance and curriculum requirements:

- Department for Education **Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance**, revised guidance effective from 1 September 2026.
- **Keeping Children Safe in Education 2026.**
- Education Act 2002.
- Education Act 1996.
- Equality Act 2010.
- Children and Families Act 2014.
- National Curriculum in England.
- Early Years Foundation Stage statutory framework.

- The school's safeguarding and child protection policy.
- The school's behaviour policy.
- The school's online safety policy.
- The school's SEND and inclusion policies.
- The school's anti-bullying policy.
- The school's equality objectives and accessibility arrangements.

The revised DfE RSE and Health Education statutory guidance came into force on **1 September 2026**, and schools are required to have regard to it. GOV.UK

Relationships Education is statutory for primary pupils and Health Education is statutory for pupils in state-funded primary schools. Primary schools are not required to provide additional sex education beyond the statutory Science curriculum, although at Orleton and Kimbolton we choose to do this, to provide a rounded and appropriate level of knowledge to our children as they approach the end of their primary age schooling.

3. Aims of PSHE and RSE

Through our PSHE and RSE curriculum, we aim to enable every pupil to:

- develop confidence, self-esteem and a positive sense of identity;
- understand and manage emotions and feelings;
- develop resilience and strategies for maintaining good mental health;
- understand how to maintain physical health and wellbeing;
- develop healthy lifestyles and make informed choices;
- understand the importance of healthy, respectful and caring relationships;
- develop friendships and resolve disagreements appropriately;
- understand personal boundaries, privacy and the importance of respecting others;
- recognise inappropriate, unsafe or abusive behaviour and know how to seek help;
- understand how to stay safe in the real and online worlds;
- develop age-appropriate knowledge about growing and changing;
- understand the importance of consent and respecting boundaries in age-appropriate contexts;

- recognise risks associated with online communication, media and technology;
- develop an understanding of money, work, enterprise and economic decision-making;
- understand rights, responsibilities, rules and the importance of contributing positively to society;
- appreciate diversity and treat others with dignity and respect;
- understand how to access trusted sources of information and support;
- develop the knowledge and skills required to make safe and responsible decisions;
- prepare for transition to the next stage of education and, ultimately, adult life.

4. Our Curriculum Approach

The schools use the revised **Kapow Primary RSE & PSHE scheme of work** as the principal framework for planning and delivering PSHE and RSE.

Kapow's 2026 curriculum is designed as a progressive, spiral curriculum, allowing key concepts to be revisited at increasing levels of depth. The scheme provides coverage from EYFS to Year 6 and includes lesson plans, resources, progression and curriculum mapping, links to these can be found on our school websites.

The curriculum is organised around interconnected areas of learning, including:

My Healthy Self

Pupils learn about:

- physical health;
- mental wellbeing;
- emotions and feelings;
- healthy lifestyles;
- nutrition;
- exercise;
- sleep;
- personal hygiene;
- health and prevention;
- first aid;

- medicines and drugs;
- managing risks.

Connecting with Others

Pupils learn about:

- families and people who care for them;
- friendships;
- kindness and respect;
- communication;
- positive relationships;
- boundaries;
- privacy;
- conflict and reconciliation;
- recognising unhealthy relationships;
- seeking help;
- diversity and inclusion.

The Online World

Pupils learn about:

- safe and responsible use of technology;
- online communication;
- online relationships;
- privacy and personal information;
- online bullying;
- online risks and harms;
- digital wellbeing;
- reliable and unreliable information;
- managing online behaviour;
- seeking help with online concerns.

Citizenship

Pupils develop understanding of:

- rules and laws;
- rights and responsibilities;
- democracy and participation;
- communities;
- diversity;
- fairness;
- equality;

- charitable giving;
- environmental responsibility;
- money and financial decision-making.

Growing and Changing

Pupils develop age-appropriate understanding of:

- how bodies change;
- growing up;
- personal hygiene;
- privacy and boundaries;
- puberty and menstruation;
- emotional changes;
- where to seek reliable information and support.

5. Statutory Relationships Education

Relationships Education is compulsory in primary schools.

At Kimbolton and Orleton Primary Schools, pupils receive progressive teaching covering the statutory areas of:

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

The curriculum enables pupils to understand what positive relationships look like and how to recognise and respond to relationships or situations that may be unsafe.

Teaching includes age-appropriate discussion of:

- different family structures
- people who care for children
- qualities of positive friendships
- kindness and respect
- trust and honesty
- boundaries and privacy
- appropriate and inappropriate behaviour
- resolving conflict
- recognising bullying

- stereotypes and prejudice
- seeking help
- staying safe online
- recognising when something does not feel right.

The curriculum is inclusive and does not make assumptions about pupils' home circumstances. Different families and caring arrangements are represented sensitively and respectfully.

6. Health Education

Health Education is taught as an integral part of PSHE and RSE.

Pupils learn about:

- mental wellbeing
- emotional literacy
- physical health and fitness
- healthy eating
- sleep and rest
- personal hygiene
- prevention of illness
- medicines and drugs
- alcohol and tobacco
- internet safety and online harms
- basic first aid
- emergency situations
- the changing adolescent body
- how and where to seek help

The curriculum is designed to help pupils recognise factors that may affect their wellbeing and develop practical strategies for maintaining physical and mental health.

7. Sex Education

The statutory primary curriculum does not require schools to teach sex education beyond the content included in the National Curriculum for Science.

At Orleton and Kimbolton we choose to provide additional age-appropriate sex education, this is clearly identified in curriculum planning.

Additional content will:

- be age and developmentally appropriate
- be taught sensitively and respectfully
- build on statutory Relationships and Health Education
- be consistent with safeguarding requirements
- use correct terminology
- be inclusive
- recognise the different experiences and needs of pupils
- avoid unnecessary or inappropriate detail
- provide opportunities for pupils to ask questions safely

We teach the sex education units within Kapow, we usually teach this within the planned year groups however we also take into account the needs and maturity of the cohort, whilst also ensuring that parents are aware of when these units will be taught, the content of the unit and the right to withdraw their child from these sessions.

8. Science and RSE

Kapow RSE complements rather than replaces the Science curriculum.

The National Curriculum for Science provides statutory learning relating to human development, reproduction and the human body. Relevant Science content is taught by appropriately trained teachers as part of the Science curriculum.

PSHE/RSE provides the wider context, including:

- relationships
- personal boundaries
- growing and changing
- emotional wellbeing
- personal hygiene
- puberty
- managing change
- personal safety
- seeking help

Teachers will make appropriate links between Science and PSHE/RSE while maintaining the distinct purposes of each subject.

9. Inclusion and Equality

PSHE and RSE are taught to all pupils.

The schools are committed to equality, inclusion and respect and will ensure that teaching is accessible to pupils with different needs, backgrounds and experiences.

Teachers will take account of:

- SEND
- speech, language and communication needs
- medical needs
- developmental stage
- emotional needs
- cultural background
- family circumstances
- religious or philosophical beliefs
- prior knowledge and experience

Where appropriate, lessons and resources will be adapted to ensure that pupils with additional needs can participate meaningfully.

Teaching will challenge stereotypes, prejudice, bullying and discrimination and will promote respect for difference.

The schools recognise that pupils may have different family circumstances and experiences. No pupil should be made to feel that their family or personal circumstances are unusual, inferior or unacceptable.

10. Safe and Effective Teaching

PSHE and RSE can involve sensitive and personal topics. Teachers will establish a safe, respectful and supportive learning environment.

At the beginning of relevant units, pupils will agree clear ground rules, which may include:

- listening respectfully
- allowing others to speak

- not laughing at or ridiculing others
- respecting different views and experiences
- not asking personal questions of other pupils
- using appropriate language
- understanding that teachers cannot promise absolute confidentiality.

Teachers will use distancing strategies where appropriate, including fictional scenarios, characters, stories, case studies and hypothetical questions.

Teachers will not ask pupils to disclose personal experiences publicly.

Questions will be answered honestly, sensitively and at an age-appropriate level. Where a question goes beyond the planned curriculum, the teacher may explain that it will be discussed separately or with the appropriate adult.

11. Safeguarding

PSHE and RSE form an important part of the school's safeguarding provision.

Teaching will help pupils recognise:

- safe and unsafe situations
- appropriate and inappropriate behaviour
- healthy and unhealthy relationships
- abuse and exploitation
- grooming and manipulation in age-appropriate contexts
- bullying
- online risks
- inappropriate requests for images or information
- when and how to seek help.

If a pupil makes a disclosure or a member of staff becomes concerned about a pupil's welfare, the school's safeguarding procedures will be followed immediately.

Staff will never promise confidentiality where a safeguarding concern is raised.

All safeguarding concerns will be reported to the Designated Safeguarding Lead in accordance with the school's safeguarding and child protection policy.

The current **Keeping Children Safe in Education 2026** guidance states that safeguarding is everyone's responsibility and that schools must maintain a child-centred approach.

12. Online Safety

Online safety is embedded throughout PSHE and RSE and is reinforced through Computing and other curriculum areas.

Pupils will learn to:

- protect personal information;
- use passwords and accounts safely;
- communicate respectfully online;
- understand that online behaviour can have real-world consequences;
- recognise online bullying;
- identify unsafe or inappropriate content;
- recognise that people may not always be who they claim to be online;
- understand appropriate boundaries;
- know how to report concerns;
- know where to obtain help;
- think critically about information and images encountered online.

Online safety will also be reinforced through assemblies, school routines, safeguarding work and the school's Computing curriculum.

13. Mental Health and Emotional Wellbeing

Mental health and emotional wellbeing are central to our PSHE curriculum.

Pupils will be supported to:

- recognise and name emotions
- understand that feelings can change

- develop coping strategies
- develop resilience
- understand the importance of talking to trusted adults
- recognise when they or someone else may need help
- understand the importance of healthy relationships
- develop positive self-esteem
- manage change and transitions.

PSHE lessons do not replace specialist mental health support. Where concerns are identified, the school's safeguarding and pastoral procedures will be followed.

14. Teaching about Consent and Boundaries

Age-appropriate teaching about consent and boundaries is incorporated throughout the curriculum.

At primary level, pupils develop understanding of:

- personal space
- privacy
- bodily autonomy
- asking permission
- respecting another person's wishes
- saying "no"
- recognising when another person says "no"
- appropriate and inappropriate touch
- seeking help when boundaries are not respected.

This learning is presented in an age-appropriate, non-sexualised context and supports pupils to develop safe and respectful relationships.

15. Vocabulary and Correct Terminology

Teachers will use clear, age-appropriate and medically accurate terminology when teaching about the body and health.

Pupils will be encouraged to use appropriate language when discussing sensitive subjects.

Teachers will respond calmly to inappropriate language and explain why particular terminology may or may not be appropriate in different contexts.

16. Responding to Questions

Pupils are encouraged to ask questions in a safe and respectful environment.

Teachers will:

- Listen carefully to the question
- Establish what the pupil is asking
- Consider whether the question is appropriate to answer in the whole-class setting
- Give an age-appropriate and factually accurate response
- Avoid providing information beyond the planned curriculum unless there is a clear educational or safeguarding reason
- Refer questions to the PSHE/RSE Subject Leader, DSL or another appropriate professional where necessary
- Anonymous question boxes may be used where appropriate

17. Parent and Carer Engagement

We recognise that parents and carers are the primary educators of their children in matters relating to relationships, health and personal development.

The schools will work in partnership with parents and carers by:

- publishing this policy
- communicating the purpose and content of PSHE and RSE
- providing information about curriculum content where appropriate
- signposting parents to further information and support
- providing opportunities for parents to raise questions or concerns
- consulting parents as part of policy review where appropriate.

Kapow provides parent/carers curriculum information specifically designed to explain the content children learn through its RSE &

PSHE scheme. The link to this information can be found on our website.

18. Right to Withdraw

Parents/carers cannot withdraw their child from statutory Relationships Education or Health Education.

Parents/carers may request that their child is withdrawn from additional sex education that is not part of the statutory Science curriculum. Before this is taught parents will be notified and given the opportunity to review the curriculum content, talk with the class teacher and ultimately withdraw their child if they feel this is appropriate.

Any request to withdraw a child should be made in writing to the Headteacher.

Where a child is withdrawn from additional sex education, the school will provide appropriate alternative educational provision.

19. Curriculum Organisation

PSHE and RSE are taught throughout the academic year using the Kapow 2026/27 long-term plan as the principal planning framework.

Lessons may be delivered through:

- weekly timetabled lessons
- discrete PSHE/RSE lessons
- assemblies/worship time
- whole-school activities
- cross-curricular learning
- safeguarding activities
- Computing and online safety
- Science
- PE and health-related learning
- Citizenship activities
- Enrichment opportunities

The school may adapt the order, duration and delivery of Kapow units to meet the needs of pupils and the circumstances of the school.

Kapow's 2026/27 long-term plan is designed around a 36-week curriculum and uses a spiral approach in which important concepts are revisited and developed over time.

20. EYFS

In Reception, personal, social and emotional development is embedded throughout the Early Years curriculum.

Children are supported to:

- develop positive relationships
- understand and express emotions
- develop independence
- recognise similarities and differences
- understand simple rules
- develop confidence
- begin to understand boundaries
- develop healthy habits
- learn how to keep themselves safe

The Kapow EYFS provision is used where appropriate and is adapted to complement the Early Years Foundation Stage framework.

21. Progression

The PSHE/RSE curriculum is progressive.

Children revisit key concepts throughout their primary education, moving from simple recognition and identification towards greater understanding, reflection and independent decision-making.

For example:

EYFS/KS1:

"I can identify how I feel and tell a trusted adult when I need help."

Lower KS2:

"I can explain how feelings, relationships and choices can affect my wellbeing."

Upper KS2:

"I can apply strategies to manage changing circumstances, maintain healthy relationships and seek appropriate support."

Teachers use Kapow's progression materials and lesson outcomes to ensure that learning builds systematically from year to year.

22. Assessment

PSHE and RSE assessment is primarily formative.

Teachers assess pupils through:

- questioning
- discussion
- observation
- written work
- pupil responses
- practical activities
- scenarios and role play
- quizzes and retrieval activities
- reflection

Assessment focuses on pupils' developing knowledge, understanding and ability to apply skills rather than on personal disclosure or personal experiences.

Teachers use assessment information to identify misconceptions, gaps in learning and areas requiring further teaching.

23. Monitoring and Evaluation

The PSHE/RSE Subject Leader is responsible for monitoring the implementation and impact of the curriculum.

Monitoring may include:

- reviewing planning
- learning walks
- lesson observations
- pupil voice
- discussions with teachers
- assessment information
- review of curriculum coverage
- analysis of safeguarding themes where appropriate
- feedback from parents and carers.

The Subject Leader will ensure that the curriculum remains aligned with statutory requirements and the school's priorities.

The effectiveness of the curriculum will be evaluated annually.

24. Staff Training

Teachers and relevant staff will have access to appropriate training and professional development.

Training may include:

- subject knowledge
- delivery of sensitive topics
- safeguarding
- responding to disclosures
- online safety
- mental health and wellbeing
- inclusive practice
- SEND adaptations
- use of the Kapow scheme.

Staff will be expected to follow school safeguarding procedures whenever concerns arise from PSHE or RSE teaching.

25. External Visitors

External visitors or professionals may contribute to PSHE, RSE, health or safeguarding education where their expertise adds value.

Before a visitor works with pupils:

- their suitability will be considered
- safeguarding procedures will be followed
- the content will be checked by the school
- learning will complement rather than replace the school's curriculum
- a member of school staff will normally remain present.

The school retains responsibility for the curriculum and for ensuring that content is appropriate.

26. Confidentiality

Teachers will explain to pupils that they cannot guarantee absolute confidentiality.

Where a pupil discloses information suggesting that they or another child may be at risk of harm, the teacher must follow the school's safeguarding procedures.

Information will be shared only with appropriate staff and agencies in accordance with safeguarding requirements.

27. Links with Other Curriculum Areas

PSHE and RSE are reinforced through the wider curriculum, including:

- Science
- Computing
- PE
- English
- Religious Education
- Geography
- History
- Art and Design
- Design and Technology
- Assemblies/worship
- school council
- extra-curricular activities.

The curriculum also supports pupils' spiritual, moral, social and cultural development and the development of British values.

28. Links with School Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy

- Equality Policy
- Accessibility Plan
- Attendance Policy
- First Aid/Medical Policy
- Science Policy
- Mental Health and Wellbeing Policy
- Complaints Policy.

29. Roles and Responsibilities

Governing Body

The Governing Body will:

- approve the policy
- ensure statutory requirements are met
- monitor the effectiveness of provision
- ensure appropriate safeguarding arrangements are in place.

Headteacher

The Headteacher will:

- have overall responsibility for implementation
- ensure staff understand their responsibilities
- ensure safeguarding procedures are followed
- support appropriate staff training
- ensure parents and carers can access the policy.

PSHE/RSE Subject Leader

The Subject Leader will:

- oversee curriculum planning
- support teachers
- monitor curriculum implementation
- maintain curriculum progression
- keep up to date with statutory and curriculum developments
- liaise with the Headteacher and governors.

Teachers

Teachers will:

- deliver PSHE and RSE sensitively and inclusively
- follow agreed curriculum plans

- establish safe learning environments
- respond appropriately to questions
- identify and report safeguarding concerns
- adapt teaching to pupils' needs
- assess and record learning appropriately.

Parents and Carers

Parents and carers are encouraged to:

- engage with information provided by the school
- discuss learning with their children
- raise questions constructively
- work in partnership with the school to support children's wellbeing and development.

Pupils

Pupils are expected to:

- participate respectfully
- listen to others
- respect differences
- follow agreed ground rules
- ask questions appropriately
- seek help when they feel unsafe or concerned.

30. Review of the Policy

This policy will be reviewed annually, and we will consult with parents and other stakeholders each time this happens. We will review it sooner if there are:

- changes to statutory guidance
- changes to the Kapow scheme
- significant curriculum developments
- changes in safeguarding requirements
- identified needs within the school community.

The next scheduled review is **September 2027**.

Appendix 1: Kapow Curriculum Structure

The schools use the revised Kapow Primary RSE & PSHE curriculum for 2026/27.

The curriculum provides progression from EYFS to Year 6 and covers statutory and non-statutory areas of learning.

Across the primary phase, pupils revisit themes relating to:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing
- Identity
- Transition
- Online safety and responsible digital behaviour.

Kapow describes its revised curriculum as providing full coverage of the 2026 statutory guidance, with progression across EYFS, Key Stage 1 and Key Stage 2.

The exact sequence of units will follow the school's adopted Kapow 2026/27 long-term plan and may be adjusted to accommodate mixed-age classes, school events, pupil needs and local priorities.

Appendix 2: Curriculum and Policy Sources

The policy is informed by:

- Department for Education: *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, revised statutory guidance effective from 1 September 2026.
- Department for Education: *Keeping Children Safe in Education 2026*.
- Department for Education: National Curriculum requirements.
- Kapow Primary: Revised RSE & PSHE curriculum 2026/27.
- Kapow Primary: RSE & PSHE long-term plan 2026/27.

- Kapow Primary: RSE & PSHE curriculum progression and mapping materials.

The DfE's revised RSE and Health Education guidance is statutory from 1 September 2026. GOV.UK. The Kapow scheme has also been revised specifically for September 2026 to reflect the updated statutory guidance.

Appendix 3: One-Page Curriculum Overview: Reception–Year 6

The following provides the whole-school overview for 2026–27. The exact order may be adjusted to accommodate school calendars and mixed-age arrangements.

Year	Kapow 2026–27 key units	Main learning
Reception	EYFS Personal, Social and Emotional Development	Self-regulation, managing self, relationships, independence, feelings, rules, healthy habits and safety
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?	Emotions, relationships, online safety, caring for others, health, illness, hazards and personal safety
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?	Healthy lifestyles, friendships, families, privacy, body boundaries, online safety, communities, money and safety
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	Mental wellbeing, emotions, boundaries, friendship, bullying, online communication, rights, responsibilities, hygiene and first aid

Year	Kapow 2026–27 key units	Main learning
Year 4	protection: How can we prevent illness and injury and respond if they happen? My healthy self: How can I make healthy choices? Connecting with others: How can we respect each other? The online world: How can we decide what to trust online? Citizenship: How can I spend money responsibly? Growing up: How will my body and emotions change as I grow up? Staying safe: What signs help me recognise what is safe or unsafe? My healthy self: How can I support my mind and body as I grow? Connecting with others: Why are healthy relationships important? The online world: How am I influenced by what I see online?	Healthy choices, respect, friendships, bullying, stereotypes, online information, money, puberty and risk
Year 5	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? Staying safe: How can I stay safe as I grow up? My healthy self: How do my choices today shape my future health? Connecting with others: What does it mean to stand up for myself and others? The online world: How do I feel about the things I see online?	Physical and emotional wellbeing, relationships, identity, online influence, citizenship, puberty, peer pressure and risk
Year 6	Citizenship: How can we protect everyone's rights? Staying safe: How can I stay safe as I grow up? Identity: Identity and body image. Optional: Sex Education OR further First Aid	Future health, self-respect, boundaries, discrimination, bullying, online behaviour, rights, independence, drugs, peer pressure, identity and transition