

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

Safeguarding Statement

Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in school and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

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1. Policy intent and Introduction

At Horton Grange Primary School, we believe that Personal, Social, Health and Economic (PSHE) education plays a fundamental role in preparing children for life, both now and in the future. Through a carefully planned, inclusive and ambitious curriculum, we aim to equip every pupil with the knowledge, skills, understanding and personal attributes they need to become healthy, safe, responsible and respectful members of society.

PSHE is central to our commitment to promoting pupils' personal development, wellbeing and safeguarding. It supports children to develop positive relationships, understand themselves and others, make informed decisions, manage risk, recognise and respond to safeguarding concerns and prepare confidently for the opportunities, responsibilities and experiences of later life.

Relationships and Sex Education (RSE) is delivered as an integral part of our wider PSHE curriculum. Through age-appropriate learning, pupils develop an understanding of healthy relationships, respect, equality, personal safety, emotional wellbeing and the physical and emotional changes associated with growing up. Our curriculum reflects the statutory requirements for Relationships Education and Health Education whilst supporting pupils to develop the confidence, resilience and independence needed to thrive both in school and beyond.

At Horton Grange Primary School, we recognise that parents and carers are children's first and most important educators. We value the strong partnerships we have with families and believe that effective PSHE and RSE education is achieved through open communication and collaboration between home and school. Our curriculum is designed to complement and support the conversations that take place within families while respecting the diverse backgrounds, beliefs and experiences represented within our school community.

The school delivers its PSHE and RSE curriculum using the **Kapow Primary PSHE and RSE Scheme of Work**, which has been carefully selected to provide a progressive, knowledge-rich curriculum that fully meets statutory requirements. Teachers adapt learning where appropriate to reflect the needs, experiences and context of Horton Grange pupils while ensuring that all statutory learning outcomes are met.

Our curriculum reflects the school's vision of nurturing confident, compassionate and resilient learners who demonstrate respect for themselves, others and the wider world. It promotes our school values and supports pupils in becoming thoughtful, active citizens who are well prepared for the next stage of their education and for life in modern Britain.

2. Statutory requirements

This policy has been developed in accordance with current legislation and statutory guidance relating to Personal, Social, Health and Economic (PSHE) education, Relationships Education, Relationships and Sex Education (RSE), Health Education and safeguarding.

Although PSHE itself is not a statutory National Curriculum subject, Relationships Education and Health Education have been statutory in all primary schools since September 2020. Horton Grange Primary School delivers these subjects in accordance with the latest Department for Education statutory guidance, including the updated Relationships, Sex and Health Education guidance implemented from September 2026.

Our PSHE curriculum extends beyond statutory requirements to provide pupils with a comprehensive programme of learning that supports their personal development, emotional wellbeing, safety, citizenship and preparation for life in modern Britain.

This policy has been informed by the following legislation and guidance:

- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)
- Relationships, Sex and Health Education statutory guidance (Department for Education)
- SEND Code of Practice
- Prevent Duty Guidance

The curriculum has also been developed with regard to:

- our duties under the Equality Act 2010;
- the Public Sector Equality Duty;
- the Department for Education's expectations regarding safeguarding and personal development;
- the needs and context of our pupils and wider school community.

Through our PSHE and RSE curriculum, we fulfil our statutory responsibilities to provide Relationships Education and Health Education whilst promoting pupils' spiritual, moral, social and cultural development, supporting mental and physical wellbeing and preparing children for life in an increasingly diverse and interconnected society.

PSHE and RSE make a significant contribution to the school's wider safeguarding responsibilities by helping pupils to:

- understand healthy and unhealthy relationships;
- recognise abuse, exploitation and coercion;
- understand consent, personal boundaries and bodily autonomy;
- keep themselves safe online and offline;
- know how and when to seek help from trusted adults;
- develop resilience and emotional literacy;
- make informed, responsible and healthy choices.

Policy Development and Stakeholder Engagement

The school has adapted the Kapow Primary PSHE & RSE Scheme of Work to reflect the ethos, values and context of Horton Grange Primary School while ensuring full coverage of the statutory curriculum.

This policy has been developed in consultation with key stakeholders and reflects both statutory requirements and the needs of the Horton Grange Primary School community.

In developing and reviewing this policy, the school has considered:

- current Department for Education statutory guidance;
- the Kapow Primary PSHE & RSE Scheme of Work;
- the views of school leaders, teaching staff and governors;
- feedback from parents and carers, where appropriate;
- the needs of pupils and the wider school community;
- local safeguarding priorities and national best practice.

The Governing Body has reviewed and approved this policy and will continue to monitor its implementation and effectiveness through the school's quality assurance and policy review processes.

The policy will be reviewed annually, or sooner if there are significant changes to statutory guidance, legislation or local circumstances.

3. Links to Other School Policies

This policy should be read alongside the following Horton Grange Primary School policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Information and Objectives
- SEND Policy and inclusion related documents
- Attendance Policy
- Science Intent document
- Mental Health and Wellbeing Policy
- Complaints Policy
- Curriculum documents

These policies collectively support our commitment to creating a safe, inclusive and respectful learning environment where every child is valued, supported and encouraged to achieve their full potential.

4. Aims of the PSHE and RSE Curriculum

At Horton Grange Primary School, we believe that Personal, Social, Health and Economic (PSHE) education is fundamental to preparing children for the opportunities, responsibilities and experiences of life. Through our carefully planned curriculum, we aim to develop pupils who are confident, resilient, respectful and responsible, enabling them to make informed choices, build positive relationships and contribute positively to society.

Relationships and Sex Education (RSE) is an integral part of this curriculum and supports pupils in developing the knowledge, understanding and skills needed to establish healthy relationships, respect themselves and others and keep themselves safe throughout childhood and beyond.

Our PSHE and RSE curriculum aims to:

Personal Development

- promote pupils' emotional, social and physical wellbeing;
- develop self-confidence, self-esteem and resilience;
- encourage pupils to recognise and celebrate their individuality;
- support pupils in understanding and managing their emotions;
- develop strategies for coping with challenge, change and disappointment;
- encourage pupils to become independent, reflective learners.

Relationships

- develop positive, healthy and respectful relationships;
- understand the importance of kindness, empathy and mutual respect;
- recognise the characteristics of healthy and unhealthy relationships;
- understand that families may differ and that all families should be treated with respect;
- promote equality and challenge discrimination and prejudice;
- develop communication, cooperation and conflict-resolution skills.

Health and Wellbeing

- understand how to maintain both physical and mental health;
- develop healthy lifestyle habits, including nutrition, physical activity, sleep and personal hygiene;
- recognise the importance of emotional wellbeing;
- understand the changes associated with growing up and puberty;
- know where and how to seek help when needed.

Keeping Safe

- recognise risks in a range of situations;
- understand personal boundaries and bodily autonomy;
- develop an age-appropriate understanding of consent and permission;
- stay safe online and offline;
- recognise unsafe situations, including abuse, exploitation and coercive behaviour;
- identify trusted adults and know how to ask for help.

Citizenship

- develop respect for democracy, individual liberty, the rule of law and mutual respect;
- understand rights, responsibilities and the importance of active participation in school and community life;
- appreciate diversity and celebrate differences;
- develop an understanding of fairness, equality and inclusion;
- become responsible and active citizens who contribute positively to society.

Economic Wellbeing

- develop an understanding of money and financial responsibility;
- recognise the importance of aspiration, ambition and future careers;
- develop decision-making and problem-solving skills;
- understand how to make responsible choices and manage resources effectively.

Preparing for the Future

Through our PSHE and RSE curriculum, we aim to ensure that every pupil leaves Horton Grange Primary School equipped with the knowledge, skills and confidence to:

- build healthy and respectful relationships;
- make informed and responsible decisions;
- manage risk and recognise when they need support;
- respect themselves and others;
- contribute positively to their community;
- embrace diversity and challenge discrimination;
- successfully transition to secondary education and beyond.

The curriculum is delivered in an age-appropriate, inclusive and progressive manner, recognising that children develop at different rates and bring a wide range of experiences, backgrounds and perspectives to school. Learning is adapted where necessary to meet the needs of all pupils while ensuring that statutory requirements are fully met.

5. Curriculum Organisation and Content

At Horton Grange Primary School, our PSHE curriculum is designed to provide pupils with the knowledge, understanding, skills and attributes they need to thrive as healthy, safe and responsible members of society. The curriculum is progressive, inclusive and responsive to the needs of our pupils, ensuring that learning builds over time and prepares children for each stage of their education and for life beyond primary school.

RSE is delivered as an integral part of our wider PSHE curriculum, rather than as a standalone subject. This ensures that pupils develop a secure understanding of relationships, health, wellbeing, safety and citizenship through a coherent programme of learning that reflects the interconnected nature of these areas.

Our curriculum is planned using the **Kapow Primary PSHE & RSE Scheme of Work**, which provides a carefully sequenced programme of learning that fully meets the statutory requirements for Relationships Education and Health Education while supporting pupils' wider personal development. Teachers adapt learning where appropriate to reflect the needs, experiences and context of Horton Grange pupils whilst ensuring that statutory learning outcomes are consistently achieved.

Curriculum Principles

Our PSHE and RSE curriculum is underpinned by the following principles:

- Making safe and healthy choices is our priority and the essence of the subject
- learning is progressive and builds upon prior knowledge and experiences;
- teaching is inclusive and accessible for all pupils;
- learning reflects the diverse society in which we live;
- pupils are encouraged to think critically and develop independence;
- teaching promotes positive mental health, wellbeing and resilience;
- safeguarding is embedded throughout the curriculum;
- lessons are delivered in a safe, respectful and supportive environment where all pupils feel valued and able to participate.

The curriculum is regularly reviewed to ensure that it remains relevant, reflects current statutory guidance and responds to the changing needs of our pupils and wider community.

Curriculum Structure

The Kapow Primary PSHE & RSE curriculum is organised into five key strands that are revisited and developed throughout each year group. At Horton Grange, we prioritise health and relationships and our curriculum reflects this.

Families and Relationships

Pupils develop an understanding of:

- different family structures and relationships;
- friendships and positive relationships;
- respect, kindness and empathy;

- managing conflict;
- recognising healthy and unhealthy relationships;
- stereotypes and discrimination;
- consent, personal boundaries and respect for others.

Health and Wellbeing

Pupils learn about:

- physical health;
- mental health and emotional wellbeing;
- healthy lifestyles;
- nutrition and physical activity;
- sleep and self-care;
- managing feelings and emotions;
- resilience and coping strategies;
- seeking help and support.

Safety and the Changing Body

Pupils develop knowledge and understanding of:

- personal safety;
- online safety;
- trusted adults;
- privacy and personal boundaries;
- puberty and physical development;
- body autonomy;
- medicines and household substances;
- assessing and managing risk;
- responding to emergencies.

Citizenship

Pupils learn about:

- rights and responsibilities;
- democracy and British Values;
- diversity and inclusion;
- equality and fairness;
- environmental responsibility;
- community participation;
- respecting others' views;
- making positive contributions to society.

Economic Wellbeing

Pupils develop an understanding of:

- money and financial responsibility;
- spending and saving;
- aspirations and future careers;
- enterprise;
- decision making;
- managing resources responsibly.

These strands provide pupils with a broad and balanced curriculum that supports their academic, personal and social development throughout primary school.

Curriculum Progression

Learning is carefully sequenced from the Early Years Foundation Stage through to Year 6 to ensure pupils revisit key concepts with increasing depth and complexity.

Each unit builds upon previous learning, allowing pupils to consolidate knowledge, develop new skills and apply their understanding in a range of contexts. This progressive approach ensures that pupils are well prepared for transition to secondary education and the wider opportunities and responsibilities of adult life.

Teachers use ongoing assessment to ensure learning is appropriately matched to pupils' age, stage of development and individual needs.

Relationships and Sex Education

Relationships Education is statutory for all primary-aged pupils and forms an integral part of our curriculum. Through age-appropriate learning, pupils develop the knowledge and skills to build positive relationships, respect themselves and others, understand diversity and recognise when they need help or support.

Health Education is also statutory and includes learning about physical health, mental wellbeing, healthy lifestyles, growing and changing, and keeping safe.

The National Curriculum for Science requires pupils to learn about human development, reproduction and puberty. These aspects of learning are statutory and are taught to all pupils.

In addition, Horton Grange Primary School delivers a small amount of age-appropriate **non-statutory sex education** in Year 6 to complement pupils' understanding of human reproduction and prepare them for secondary education. This content has been carefully selected to meet pupils' developmental needs and is clearly identified within the curriculum overview included in the appendices to this policy.

Parents have the legal right to request that their child is withdrawn from these specific non-statutory sex education lessons. There is **no right to withdraw** from Relationships Education, Health Education or the statutory Science curriculum.

Responding to Local Need

Whilst the Kapow Primary PSHE & RSE Scheme provides the foundation for our curriculum, we recognise that the needs of pupils and communities change over time. At Horton Grange, we prioritise health and relationships and our curriculum reflects this.

The curriculum is therefore reviewed annually to ensure it continues to reflect:

- statutory guidance;
- local safeguarding priorities;
- pupil voice;
- parent and carer feedback;
- emerging online risks;
- local and national health priorities;
- equality and inclusion;
- the needs of Horton Grange pupils.

Where appropriate, additional learning opportunities may be included to respond to significant local or national issues, ensuring that our curriculum remains relevant, responsive and effective.

6. Teaching and Learning

At Horton Grange Primary School, we are committed to delivering high-quality PSHE and RSE through a whole-school approach that promotes pupils' personal development, wellbeing and safeguarding.

Teaching is carefully planned to ensure that learning is progressive, engaging and responsive to the needs of all pupils. Lessons provide opportunities for pupils to develop knowledge, understanding, skills and attitudes through discussion, reflection, enquiry and practical activities within a safe and supportive learning environment.

Our PSHE and RSE curriculum is delivered using the Kapow Primary PSHE & RSE Scheme of Work, which provides a coherent sequence of learning across all year groups. Teachers use professional judgement to adapt lessons where appropriate to meet the needs of individual pupils and classes while ensuring that statutory learning outcomes are achieved.

High-Quality Teaching

Teaching is designed to ensure that pupils are actively engaged in their learning and are encouraged to develop confidence in expressing their views, asking questions and reflecting on their own experiences.

Teachers promote an inclusive classroom culture where pupils feel respected, listened to and valued.

Learning opportunities are planned to:

- build upon prior learning;
- develop knowledge progressively across the primary years;
- encourage critical thinking and discussion;
- develop resilience and problem-solving skills;
- promote empathy, respect and understanding;
- enable pupils to apply learning to real-life situations.

A wide range of teaching approaches are used to maximise engagement and support different learning styles, including:

- whole-class discussion;
- paired and group work;
- role play;
- scenarios and case studies;
- collaborative learning;
- problem-solving activities;
- stories and picture books;
- videos and visual resources;
- independent reflection;
- age-appropriate games and activities.

These approaches help pupils develop confidence while reinforcing key knowledge and skills.

Creating a Safe Learning Environment

We recognise that pupils learn most effectively when they feel emotionally safe, respected and valued.

Teachers establish clear ground rules with pupils to create an environment where sensitive issues can be discussed appropriately.

These expectations include:

- respecting the views of others;
- listening without interruption;
- using appropriate language;
- maintaining confidentiality within agreed boundaries;
- understanding that everyone has different experiences;
- recognising that no pupil should feel pressured to share personal information.

Pupils are reminded that questions are welcomed, but that discussions should focus on learning rather than personal experiences.

Teachers use professional judgement to ensure that discussions remain appropriate for the age and maturity of the class.

Responding to Pupils' Questions

We recognise that pupils naturally ask questions about relationships, health, growing up and the wider world.

Teachers respond to questions:

- honestly;
- factually;
- sensitively;
- using age-appropriate language;
- in line with the planned curriculum.

Where appropriate, teachers may:

- answer the question immediately;
- explain that the topic will be covered in future learning;
- encourage pupils to discuss certain questions with their parents or carers;
- seek advice from the PSHE Subject Leader or Designated Safeguarding Lead (DSL).

Teachers will never deliberately mislead pupils or provide inaccurate information.

Where a question falls outside the scope of the curriculum or is not appropriate to answer within a whole-class setting, teachers will explain this sensitively whilst maintaining pupils' trust and confidence.

If a question raises a safeguarding concern or suggests that a pupil may be at risk of harm, staff will follow the school's safeguarding procedures immediately.

Inclusion and Adaptive Teaching

We believe that every pupil should have access to a high-quality PSHE and RSE curriculum that reflects their individual needs, abilities and experiences.

Teaching is adapted to ensure that all pupils can access learning successfully, including those with:

- Special Educational Needs and Disabilities (SEND);
- communication and language needs;
- social, emotional and mental health needs;
- English as an Additional Language (EAL);
- additional vulnerabilities or barriers to learning.

Teachers use a range of adaptive teaching strategies, including:

- appropriate scaffolding;
- visual prompts and resources;
- adapted questioning;
- pre-teaching of key vocabulary;
- flexible grouping;
- additional adult support where appropriate;
- carefully selected resources that reflect pupils' needs and experiences.

Adaptations are made without reducing pupils' entitlement to a broad, ambitious and inclusive curriculum.

Sensitive Content

Some areas of PSHE and RSE involve discussion of sensitive or personal issues.

Teachers approach these topics with professionalism, sensitivity and respect, recognising that pupils will come from a wide range of family backgrounds, cultures, faiths and life experiences.

Learning is always:

- factual;
- inclusive;
- age appropriate;
- respectful of diversity;
- free from discrimination;
- consistent with statutory guidance.

Teachers do not promote particular lifestyles or personal beliefs but encourage pupils to develop respect for others whilst thinking critically and making informed decisions.

External Visitors

Horton Grange Primary School recognises that carefully selected external visitors can make a valuable contribution to pupils' learning by providing specialist knowledge and expertise. External visitors are used to enhance, rather than replace, the planned PSHE and RSE curriculum.

Visitors may include:

- School Nursing Service;

- health professionals;
- emergency services;
- community organisations;
- other appropriately approved specialists.

All visitors are expected to:

- understand and support the school's ethos and values;
- work within this policy;
- follow safeguarding procedures;
- deliver factual, balanced and age-appropriate information.

The class teacher remains present throughout all sessions delivered by external visitors and retains overall responsibility for:

- lesson content;
- classroom management;
- pupil wellbeing;
- safeguarding;
- ensuring that teaching reflects the school's curriculum intent.

Any resources used by external visitors will be reviewed by the school in advance to ensure they are suitable, accurate and consistent with statutory guidance and the school's curriculum.

Assessment

Assessment in PSHE is formative and supports pupils' ongoing personal development rather than measuring attainment through formal testing.

Teachers assess learning through:

- observation;
- discussion;
- questioning;
- pupil reflection;
- class activities;
- written work where appropriate;
- pupil voice.

Assessment is used to:

- identify misconceptions;
- inform future planning;
- monitor progression;
- ensure pupils are developing the intended knowledge, skills and understanding.

Assessment focuses on pupils' learning and understanding rather than their personal beliefs, attitudes or experiences.

Cross-Curricular Learning

PSHE and RSE contribute to, and are supported by, learning across the wider curriculum.

Meaningful links are made with subjects including:

- Science;
- Computing;
- Religious Education;
- Physical Education;
- English;
- Design and Technology.

Whole-school events and themed weeks, including Anti-Bullying Week, Children's Mental Health Week and Safer Internet Day, further enrich pupils' learning and reinforce key messages.

This whole-school approach ensures that pupils experience consistent messages about wellbeing, relationships, safety and respect throughout their time at Horton Grange Primary School.

Pupil Voice

We value pupils' views and recognise that they play an important role in shaping an effective PSHE curriculum.

Pupil voice is gathered through a range of activities, including:

- class discussions;
- questionnaires;
- pupil interviews;
- School Council;
- curriculum evaluations;
- learning walks where appropriate.

Feedback from pupils helps inform curriculum planning and enables us to ensure that learning remains relevant, engaging and responsive to the needs of our school community.

7. Inclusion, Equality and Meeting the Needs of All Pupils

At Horton Grange Primary School, we believe that every pupil has the right to access a high-quality PSHE and RSE curriculum that enables them to develop the knowledge, skills and confidence to lead healthy, safe and fulfilling lives.

We are committed to providing an inclusive curriculum that reflects the diverse nature of our school, our local community and modern British society. Our teaching promotes respect, dignity, equality and understanding, ensuring that every pupil feels represented, valued and supported throughout their learning.

Our PSHE and RSE curriculum reflects our commitment to safeguarding, equality and inclusion and is delivered in a way that is appropriate to pupils' age, stage of development and individual needs.

Equality and Diversity

The curriculum is planned and delivered in accordance with the **Equality Act 2010** and supports the school's Public Sector Equality Duty by fostering good relationships, promoting equality of opportunity and eliminating discrimination.

Through our PSHE and RSE curriculum, pupils learn to:

- value diversity;
- recognise and challenge prejudice, discrimination and stereotypes;

- understand that families and relationships may look different;
- respect the beliefs, cultures and backgrounds of others;
- appreciate the rights and responsibilities shared by all members of society.

Teaching promotes an environment where every child feels safe to express their views respectfully and where differences are recognised as a positive aspect of our school community.

Learning reflects the diverse experiences of individuals and families while remaining age-appropriate, factual and respectful.

Protected Characteristics

Our curriculum supports pupils in developing an understanding of the protected characteristics identified within the Equality Act 2010 in an age-appropriate and sensitive manner.

These include:

- age;
- disability;
- race;
- religion or belief;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy and maternity;
- marriage and civil partnership.

Primary-aged pupils are not taught these characteristics as isolated concepts. Instead, learning is embedded naturally through discussions about equality, fairness, diversity, respect and inclusion, helping children understand that everyone should be treated with kindness, dignity and respect.

Teaching is always appropriate to the age and developmental stage of pupils and reflects statutory guidance.

Special Educational Needs and Disabilities (SEND)

We recognise that pupils with Special Educational Needs and Disabilities (SEND) may require additional support to access aspects of the PSHE and RSE curriculum.

All pupils are entitled to receive Relationships Education, Health Education and PSHE that is ambitious, meaningful and appropriate to their individual needs.

Teachers work closely with the SENDCo and, where appropriate, parents and carers to ensure that learning is accessible and inclusive.

Adaptations may include:

- differentiated resources;
- adapted teaching approaches;
- visual supports;
- pre-teaching of vocabulary;
- additional processing time;
- structured discussion;
- scaffolded learning activities;
- targeted adult support where appropriate.

Adaptations are made to support access to learning without reducing pupils' entitlement to the full curriculum.

Where pupils have significant additional needs, professional judgement is used to ensure learning is delivered at an appropriate pace whilst maintaining high expectations.

Cultural and Religious Considerations

We recognise that pupils come from a wide range of cultural, religious and family backgrounds.

Our curriculum is delivered with sensitivity and respect for these differences while ensuring that statutory learning requirements are fully met.

We encourage pupils to:

- respect different beliefs and values;
- understand that people may hold differing opinions;
- engage in discussion respectfully;
- appreciate diversity within modern Britain.

Teaching remains factual, balanced and inclusive and does not seek to promote any particular religious or cultural viewpoint.

Where appropriate, pupils are encouraged to discuss learning with their parents and carers to support ongoing conversations at home.

Inclusion for All Pupils

Teachers carefully consider the needs of every learner when planning and delivering PSHE and RSE.

This includes pupils who:

- are disadvantaged;
- are looked after or previously looked after;
- speak English as an Additional Language (EAL);
- have experienced trauma or adverse childhood experiences;
- are young carers;
- may be vulnerable due to safeguarding concerns;
- require additional emotional or pastoral support.

Staff work collaboratively to ensure that every pupil feels included, respected and able to participate confidently in learning.

Promoting Positive Relationships

Throughout the curriculum, pupils are encouraged to develop:

- empathy;
- compassion;
- resilience;
- respect;
- honesty;
- kindness;

- responsibility.

These values underpin all teaching and contribute to a positive school culture where children understand the importance of treating themselves and others with dignity and respect.

By promoting these qualities, we aim to equip pupils with the knowledge, skills and attitudes needed to develop healthy relationships, contribute positively to society and make informed, responsible choices throughout their lives.

8. Safeguarding, Confidentiality and Managing Sensitive Issues

At Horton Grange Primary School, safeguarding is at the heart of everything we do. Our PSHE and RSE curriculum plays a vital role in helping pupils to recognise risks, develop healthy relationships, understand personal safety and know when and how to seek support.

We recognise that high-quality PSHE and RSE contribute significantly to our wider safeguarding responsibilities by equipping pupils with the knowledge, understanding and confidence to recognise unsafe situations, establish healthy boundaries and report concerns to trusted adults.

All teaching is delivered within the context of the school's safeguarding culture and in accordance with the school's Safeguarding and Child Protection Policy.

Creating a Safe and Supportive Learning Environment

PSHE and RSE lessons provide opportunities for pupils to explore a range of sensitive topics in a safe, respectful and supportive environment.

Teachers establish clear expectations for learning which promote:

- mutual respect;
- active listening;
- kindness and empathy;
- appropriate language;
- respectful discussion;
- acceptance of differing opinions and experiences.

Ground rules are agreed with pupils and revisited regularly to ensure that everyone feels safe to participate in lessons.

Pupils are encouraged to contribute to discussions but are never expected or pressured to share personal experiences or information about themselves or their families.

Teachers use professional judgement to ensure that discussions remain appropriate to the age, maturity and emotional readiness of the class.

Safeguarding Through the Curriculum

Our curriculum helps pupils to develop the knowledge and skills to:

- recognise healthy and unhealthy relationships;
- understand the importance of respect, kindness and equality;
- identify trusted adults who can provide help and support;
- understand personal privacy, bodily autonomy and appropriate boundaries;
- recognise bullying, discrimination, coercion and abusive behaviour;

- understand online safety and digital citizenship;
- recognise situations that may place them or others at risk;
- know how to report concerns and access appropriate support.

These themes are revisited throughout the curriculum in an age-appropriate and progressive manner to strengthen pupils' understanding as they develop.

Confidentiality

Teachers cannot offer or guarantee absolute confidentiality to pupils.

At the beginning of PSHE and RSE lessons, pupils are reminded that while personal views and opinions will be respected, there are limits to confidentiality where there are concerns about a child's safety or the safety of others.

If a pupil discloses information that indicates they may be at risk of harm or that another person may be at risk, staff have a legal and professional duty to share this information with the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures.

Staff will always aim to:

- listen carefully and without judgement;
- reassure pupils that they have done the right thing by speaking to a trusted adult;
- explain sensitively why the information cannot remain confidential;
- involve pupils appropriately in the next steps wherever possible;
- follow the school's safeguarding and recording procedures promptly.

Responding to Disclosures

Relationships and Sex Education may increase the likelihood of pupils sharing concerns about their own safety or wellbeing.

All staff delivering PSHE and RSE are aware that disclosures may relate to:

- abuse or neglect;
- domestic abuse;
- online exploitation;
- peer-on-peer abuse;
- harmful sexual behaviour;
- bullying or discrimination;
- female genital mutilation (FGM);
- forced marriage;
- emotional wellbeing or mental health concerns;
- any other safeguarding issue.

Where a disclosure is made, staff will:

- remain calm and supportive;
- listen carefully without asking leading questions;
- avoid making promises that cannot be kept;
- reassure the pupil appropriately;
- make an accurate factual record;
- report concerns immediately to the Designated Safeguarding Lead (DSL).

Staff will always follow the school's Safeguarding and Child Protection Policy and the statutory guidance contained within *Keeping Children Safe in Education*.

Responding to Pupils' Questions

We recognise that pupils may ask questions about relationships, health, puberty, growing up or wider issues during PSHE and RSE lessons.

Teachers respond to questions in a way that is:

- honest;
- factual;
- age-appropriate;
- inclusive;
- sensitive;
- consistent with the planned curriculum.

Where appropriate, teachers may:

- answer the question during the lesson;
- explain that the topic will be covered in future learning;
- encourage pupils to discuss the question with their parents or carers;
- provide an opportunity to discuss the question individually at a more appropriate time.

Teachers will not answer questions that:

- are inappropriate for the age of the pupils;
- relate to individual pupils or families;
- require personal opinions or experiences;
- fall outside the scope of the curriculum.

Professional judgement will always be used to determine the most appropriate response.

Sensitive Issues

Teachers recognise that some pupils may have personal experiences or family circumstances that make aspects of PSHE and RSE particularly sensitive.

This may include pupils who have experienced:

- bereavement;
- family separation;
- domestic abuse;
- trauma;
- safeguarding concerns;
- mental health difficulties;
- caring responsibilities;
- other significant life experiences.

Teachers approach all learning with sensitivity and ensure that pupils feel supported throughout lessons.

Where appropriate, additional pastoral support may be offered following discussion with the Designated Safeguarding Lead, SENDCo, Inclusion Team or other relevant professionals.

Use of Appropriate Language and Resources

All PSHE and RSE teaching is delivered using language and resources that are:

- factual;
- medically and scientifically accurate where appropriate;
- age-appropriate;
- inclusive;
- free from bias or discrimination;
- consistent with statutory guidance.

Resources are carefully selected to reflect the diversity of modern society while remaining appropriate for the age and maturity of pupils.

The school uses the **Kapow Primary PSHE & RSE Scheme of Work** as the foundation for curriculum planning, supplemented where appropriate with additional high-quality resources that support pupils' learning and reflect the needs of the Horton Grange community.

Supporting Pupils

We recognise that some pupils may require additional support during or following PSHE and RSE lessons.

Where appropriate, support may be provided through:

- class teachers;
- the Designated Safeguarding Lead;
- the SENDCo;
- pastoral staff;
- school nursing services;
- external agencies where appropriate.

Pupils are regularly reminded that they can speak to any trusted adult in school if they have worries, concerns or questions about their safety, relationships or wellbeing.

Through our safeguarding culture, we aim to ensure that every child feels listened to, valued and confident that support will be available whenever they need it.

Staff Conduct and Professional Boundaries

All staff delivering PSHE and RSE are expected to maintain appropriate professional boundaries at all times.

Staff will:

- present information objectively and in line with statutory guidance;
- avoid sharing personal or intimate experiences;
- respect the diverse backgrounds, beliefs and experiences of pupils and their families;
- use professional judgement when responding to questions and discussions;
- ensure that teaching remains factual, balanced and age appropriate;
- follow the school's safeguarding procedures where concerns arise.

Where staff are uncertain about how to respond to a question or issue raised during a lesson, they will seek advice from the PSHE Subject Leader or the Designated Safeguarding Lead before providing further information.

9. Working in Partnership with Parents and Carers

At Horton Grange Primary School, we recognise that parents and carers are children's first and most influential educators. We value the important role families play in supporting children's personal, social and emotional development and believe that effective PSHE and RSE is achieved through a strong partnership between home and school.

Our PSHE and RSE curriculum is designed to complement and support the conversations that take place within families, recognising that every family has its own values, beliefs and experiences. We are committed to working openly and collaboratively with parents and carers to ensure they understand the aims and content of the curriculum and feel confident in supporting their child's learning. More information can be found on the parent section of the Kapow website

<https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>

Partnership with Families

We aim to build positive relationships with parents and carers by:

- providing clear information about the PSHE and RSE curriculum;
- making this policy available on the school website;
- sharing curriculum information at appropriate points throughout the academic year;
- providing opportunities for parents and carers to ask questions and discuss the curriculum;
- responding sensitively and respectfully to any concerns or queries;
- encouraging ongoing conversations between parents, carers and children about relationships, health and wellbeing.

We believe that open communication helps ensure that pupils receive consistent messages about keeping safe, developing healthy relationships and making positive choices.

Curriculum Information

Parents and carers will be informed about the content of the PSHE and RSE curriculum through appropriate communication from the school.

Information may include:

- curriculum overviews;
- information shared via the school website;
- parent information sessions where appropriate;
- letters or electronic communications prior to the teaching of specific units;
- opportunities to view teaching resources where appropriate.

The school will ensure that parents and carers understand:

- the statutory requirements for Relationships Education and Health Education;
- how PSHE and RSE are taught at Horton Grange Primary School;
- the role of the Kapow Primary PSHE & RSE Scheme of Work within our curriculum;
- which elements of the curriculum are statutory and which are non-statutory.

Responding to Questions or Concerns

We recognise that parents and carers may occasionally have questions about aspects of the curriculum.

Where concerns arise, we encourage parents and carers to contact the school in the first instance so that they can discuss the curriculum with the class teacher, PSHE Subject Leader or Headteacher.

We are committed to listening to parents' views respectfully and providing clear explanations of curriculum content, statutory requirements and the educational rationale underpinning our programme of study.

Whilst we seek to work collaboratively with families wherever possible, the school has a statutory duty to deliver Relationships Education and Health Education to all pupils.

Supporting Learning at Home

Parents and carers are encouraged to reinforce learning at home through positive conversations about:

- healthy relationships;
- respect and kindness;
- physical and mental wellbeing;
- online safety;
- personal safety;
- growing up and changing;
- making healthy and responsible choices.

We recognise that children benefit most when learning at school is complemented by supportive discussion at home.

The school will continue to work in partnership with parents and carers to ensure that pupils receive accurate, age-appropriate and consistent messages throughout their primary education.

10. Parents' Right to Request Withdrawal from Sex Education

The Department for Education recognises the important role that parents and carers play in their children's education.

At Horton Grange Primary School, we are committed to working closely with families and ensuring that parents understand the content and purpose of our PSHE and RSE curriculum.

Statutory Curriculum

Parents and carers **cannot withdraw** their child from:

- statutory Relationships Education;
- statutory Health Education;
- the National Curriculum for Science.

These subjects are compulsory for all primary-aged pupils and form an essential part of the school's responsibility to safeguard children and prepare them for life in modern Britain.

Non-Statutory Sex Education

In addition to the statutory curriculum, Horton Grange Primary School delivers a small amount of carefully planned, age-appropriate **non-statutory sex education** within Year 6 to support pupils' understanding of human reproduction and prepare them for the transition to secondary school.

Parents have the legal right to request that their child is withdrawn from these specific non-statutory lessons.

The content of these lessons is clearly identified within the curriculum overview included in the appendices to this policy and in the curriculum section of our website,

Requests for Withdrawal

Any parent wishing to request withdrawal from non-statutory sex education should contact the Headteacher in writing.

Before a decision is made, the Headteacher (or a delegated senior leader) will invite the parent to a meeting to:

- discuss the content of the lessons;
- explain the statutory requirements;
- answer any questions;
- explore any concerns;
- consider the potential impact of withdrawal on the child's learning and preparation for secondary education.

The purpose of this meeting is to ensure that parents are able to make an informed decision based on a clear understanding of the curriculum.

Arrangements During Withdrawal

Where a request for withdrawal is granted, appropriate alternative educational activities will be provided for the pupil during the period of withdrawal.

The school will ensure that withdrawn pupils are appropriately supervised and continue to access meaningful learning during this time.

Partnership and Respect

We respect the rights of parents to make decisions regarding the non-statutory aspects of sex education and are committed to working in partnership with families to address any concerns they may have.

At the same time, we believe that our carefully planned, age-appropriate PSHE and RSE curriculum provides pupils with important knowledge and understanding that supports their safety, wellbeing and preparation for the next stage of their education.

We encourage parents and carers to discuss any concerns with the school so that we can work together in the best interests of every child.

11. Roles and Responsibilities

The successful delivery of PSHE and RSE relies on the shared commitment of governors, leaders, staff, parents and pupils. Everyone within the school community has an important role to play in ensuring that pupils receive a high-quality, inclusive and effective curriculum.

The Governing Body

The Governing Body has overall responsibility for ensuring that the school meets its statutory duties in relation to Relationships Education, Health Education and safeguarding.

Governors are responsible for:

- ensuring that this policy complies with current legislation and statutory guidance;
- approving and reviewing the PSHE and RSE Policy in accordance with the school's review schedule;
- ensuring that appropriate resources are available to support the effective delivery of the curriculum;
- monitoring the implementation and effectiveness of the policy through reports from school leaders;
- ensuring that the curriculum reflects the school's values and statutory responsibilities;
- supporting the school in meeting its safeguarding, equality and inclusion duties.

Governors recognise the importance of PSHE and RSE in promoting pupils' personal development, wellbeing and preparation for life beyond primary school.

The Headteacher

The Headteacher has overall responsibility for the implementation of this policy and for ensuring that statutory requirements are met.

The Headteacher will:

- provide strategic leadership for PSHE and RSE across the school;
- ensure that the curriculum is delivered consistently and effectively;
- support staff in delivering high-quality teaching;
- ensure appropriate staff training is provided;
- promote effective communication with parents and carers;
- ensure safeguarding procedures are followed where concerns arise;
- monitor the quality of provision alongside the PSHE Subject Leader;
- report to governors on the effectiveness of the curriculum where appropriate.

The PSHE Subject Leader

The PSHE Subject Leader's (Mr Murphy and Miss Lamb) are responsible for leading and developing the PSHE and RSE curriculum throughout the school. They are responsible for ensuring that the whole school curriculum is compliant with the National curriculum and that teachers have the necessary resources and training to deliver the curriculum effectively.

Mrs Carr and Mrs Cornwall (AHTs) have an overview of the planning and delivery of the RSE curriculum within the role of responsibility for Personal Development.

Staff are responsible for the delivery of RSE. Current teaching staff can be found on the school website. It is normal practice that the member of staff delivering RSE to the children will be their usual class teacher or very familiar adult.

Responsibilities of the subject leader include:

- overseeing curriculum planning and progression;
- ensuring that the curriculum remains compliant with statutory guidance;
- monitoring the quality of teaching and learning;
- supporting colleagues through advice, coaching and professional development;
- reviewing curriculum resources, including the Kapow Primary PSHE & RSE Scheme of Work;
- monitoring assessment and pupil outcomes;
- gathering pupil, staff and parent voice;
- keeping up to date with national developments and best practice;
- reporting to senior leaders and governors as appropriate.

Teaching Staff

Teachers play a key role in delivering high-quality PSHE and RSE.

All staff delivering the curriculum are expected to:

- plan and deliver lessons in accordance with this policy;
- create a safe, respectful and inclusive learning environment;
- adapt teaching to meet the needs of all pupils;
- use professional judgement when responding to pupils' questions;
- promote the school's values through their teaching;
- follow safeguarding procedures where concerns arise;
- contribute to curriculum evaluation and development;
- engage in relevant professional development.

Teachers are expected to maintain appropriate professional boundaries and deliver learning in a factual, balanced and age-appropriate manner.

Support Staff

Teaching assistants and other support staff contribute to the successful delivery of PSHE and RSE by:

- supporting pupils' participation and engagement;
- assisting with adaptive teaching strategies where appropriate;
- promoting positive relationships and behaviour;
- reinforcing key messages through everyday interactions;
- following safeguarding procedures at all times.

Parents and Carers

Parents and carers are children's first educators and play a vital role in supporting their personal, social and emotional development.

The school encourages parents and carers to:

- work in partnership with the school;
- engage positively with curriculum information;
- reinforce key learning at home where appropriate;
- discuss any questions or concerns with the school;
- support children in developing healthy relationships and making positive choices.

The school values open communication and recognises that strong partnerships between home and school contribute significantly to pupils' wellbeing and success.

Pupils

Pupils are encouraged to take an active role in their own learning by:

- participating positively in lessons;
- respecting the views and opinions of others;
- following agreed class expectations;
- asking questions appropriately;
- demonstrating respect, kindness and empathy;
- seeking support from trusted adults when needed;
- applying their learning to everyday situations.

Through the curriculum, pupils are supported to become confident, responsible and respectful members of the school community.

12. Staff Training

At Horton Grange Primary School, we recognise that confident, knowledgeable and well-supported staff are essential to delivering a high-quality PSHE and RSE curriculum. We are committed to ensuring that all staff receive appropriate professional development to enable them to deliver the curriculum effectively, accurately and sensitively.

Professional development supports staff in delivering learning that is inclusive, age-appropriate and responsive to the needs of all pupils, while ensuring compliance with current statutory guidance and safeguarding expectations.

Staff delivering PSHE and RSE are expected to keep their knowledge and practice up to date by engaging with relevant professional development and national guidance as part of the school's continuing professional development programme.

Professional Development

All staff involved in delivering PSHE and RSE will receive appropriate training and ongoing support relevant to their role.

Training may include:

- statutory guidance and curriculum updates;
- effective PSHE and RSE pedagogy;
- safeguarding responsibilities and current safeguarding priorities;
- responding to pupils' questions appropriately;
- managing sensitive discussions and disclosures;
- adaptive teaching and inclusive practice;
- mental health and emotional wellbeing;
- online safety and emerging digital risks;
- equality, diversity and inclusion;
- the effective use of the Kapow Primary PSHE & RSE Scheme of Work.

Where appropriate, staff may access training through the Local Authority, professional associations, external providers or accredited online learning.

Supporting Staff Confidence

We recognise that some aspects of PSHE and RSE may feel sensitive or challenging to teach.

The PSHE Subject Leader and senior leaders will provide ongoing support to ensure staff feel confident in delivering all aspects of the curriculum.

Support may include:

- curriculum guidance;
- team planning;
- coaching and mentoring;
- professional discussion;
- access to high-quality teaching resources;
- opportunities to observe effective practice.

Staff are encouraged to seek advice whenever they are unsure about curriculum content or how best to respond to issues that arise during lessons.

Subject Leadership

The PSHE Subject Leader is responsible for supporting colleagues through:

- monitoring curriculum implementation;
- keeping staff informed of national developments;
- sharing good practice;
- reviewing and developing curriculum resources;
- identifying training needs;
- coordinating professional development opportunities.

The Subject Leader will work closely with senior leaders to ensure that staff receive appropriate support and that the curriculum continues to meet statutory requirements and the needs of Horton Grange pupils.

Induction of New Staff

All new teaching staff, including those new to the school or newly qualified, will receive appropriate induction to the school's PSHE and RSE curriculum.

This will include:

- familiarisation with this policy;
- safeguarding expectations;
- curriculum planning and progression;
- the use of the Kapow Primary PSHE & RSE Scheme of Work;
- expectations for teaching sensitive topics;
- procedures for responding to safeguarding concerns and pupil disclosures.

Continuous Improvement

The school is committed to developing staff expertise through ongoing professional development and reflective practice.

Training needs are identified through:

- monitoring activities;
- lesson observations;
- staff feedback;
- curriculum evaluation;
- changes to statutory guidance;
- school improvement priorities.

This ensures that staff remain confident, knowledgeable and well equipped to deliver a high-quality PSHE and RSE curriculum that supports the personal development, wellbeing and safeguarding of every pupil.

13. Monitoring, Evaluation and Review

Horton Grange Primary School is committed to ensuring that its PSHE and RSE curriculum remains effective, inclusive and responsive to the needs of all pupils.

The implementation and impact of this policy are monitored regularly to ensure that statutory requirements are met and that pupils receive a high-quality programme of learning.

Monitoring

The PSHE Subject Leader, in partnership with senior leaders, is responsible for monitoring the quality of curriculum provision across the school.

Monitoring activities may include:

- lesson visits;
- learning walks;
- scrutiny of planning and curriculum documentation;
- work sampling where appropriate;
- pupil voice activities;
- staff discussions;
- parent feedback;
- curriculum audits;
- review of assessment information where appropriate.

Monitoring focuses on:

- curriculum coverage;
- progression of knowledge and skills;
- consistency of teaching;
- inclusion and accessibility;
- safeguarding practice;
- pupil engagement;
- the quality of learning experiences.

Evaluation

The effectiveness of the curriculum is evaluated through ongoing review of:

- pupil outcomes;
- pupil confidence and engagement;
- staff confidence and professional development needs;
- parental feedback;

- governor monitoring;
- changes to statutory guidance;
- developments in safeguarding and PSHE education.

Evaluation findings are used to inform future curriculum planning, staff training and policy development.

Professional Development

The school is committed to ensuring that all staff delivering PSHE and RSE receive appropriate professional development.

Training may include:

- statutory updates;
- safeguarding developments;
- curriculum changes;
- adaptive teaching strategies;
- effective PSHE pedagogy;
- responding to sensitive issues;
- inclusion and equality.

The PSHE Subject Leader will identify training needs through monitoring and discussion with colleagues and will work with senior leaders to ensure appropriate opportunities are provided.

Policy Review

This policy will be reviewed annually, or sooner if required, to reflect:

- changes in legislation;
- updated statutory guidance;
- national or local safeguarding developments;
- curriculum changes;
- feedback from governors, staff, pupils or parents;
- school improvement priorities.

The review process will be led by the PSHE Subject Leader in consultation with the Headteacher, staff and governors.

Any significant amendments will be presented to the Governing Body for approval before implementation.

Appendix 1: Curriculum map

PSHE & Relationships and sex education curriculum overview

The PSHE Curriculum Map and Progression of Learning documents can be viewed in the Curriculum section of the school website.

<https://www.blythhortongrange.co.uk/learning-and-curriculum/curriculum>

The PSHE and RSE curriculum at Horton Grange Primary School is delivered through the **Kapow Primary PSHE & RSE Scheme of Work**. The curriculum is progressive and designed to ensure that pupils revisit key concepts throughout their primary education, developing increasingly sophisticated knowledge, skills and understanding.

The curriculum is organised into the following strands:

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

These strands are revisited annually to ensure progression and build on prior learning.

The overview below summarises the key areas of learning for each year group. Teachers adapt learning where appropriate to meet the needs of pupils while ensuring full coverage of the statutory Relationships Education and Health Education curriculum.

Early Years Foundation Stage (Reception)

Curriculum Strand	Key Learning
Families and Relationships	Recognising different families, making friends, kindness, sharing, taking turns, recognising and managing feelings, understanding that everyone is unique.
Health and Wellbeing	Developing healthy routines, personal hygiene, healthy eating, physical activity, recognising emotions and identifying trusted adults.
Safety and the Changing Body	Keeping safe at home and school, road safety, medicines, personal privacy, understanding appropriate and inappropriate touch, identifying trusted adults.
Citizenship	Understanding classroom rules, caring for others, respecting differences, belonging to a community and caring for the environment.
Economic Wellbeing	Exploring different jobs and roles within the community, recognising money through play and understanding that people work to earn money.

Year 1

Curriculum Strand	Key Learning
Families and Relationships	Exploring different family structures, developing friendships, recognising kind and unkind behaviour, understanding respect and resolving simple disagreements.
Health and Wellbeing	Healthy lifestyles, personal hygiene, sleep, exercise, recognising feelings and asking for help when needed.
Safety and the Changing Body	Personal safety, road safety, online safety, trusted adults, keeping information private and understanding emergencies.
Citizenship	Rules and responsibilities, belonging to a community, caring for the environment and understanding fairness.
Economic Wellbeing	Understanding needs and wants, recognising coins, saving money and exploring different occupations.

Year 2

Curriculum Strand	Key Learning
Families and Relationships	Healthy friendships, cooperation, recognising similarities and differences, respecting others and resolving conflict appropriately.
Health and Wellbeing	Healthy choices, emotional wellbeing, relaxation, recognising strengths and developing resilience.
Safety and the Changing Body	Safe use of medicines, online behaviour, responding to emergencies and understanding personal boundaries.
Citizenship	Diversity, equality, responsibilities within the community and respecting different viewpoints.
Economic Wellbeing	Budgeting in simple contexts, making spending choices, saving and understanding how money is earned.

Year 3

Curriculum Strand	Key Learning
Families and Relationships	Building positive friendships, recognising respectful behaviour, managing disagreements, understanding stereotypes and appreciating diversity within families and communities.
Health and Wellbeing	Identifying and managing emotions, developing resilience, making healthy lifestyle choices and recognising the importance of balancing physical activity, rest and wellbeing.
Safety and the Changing Body	Understanding personal boundaries, online safety, keeping personal information secure, recognising unsafe situations and beginning to learn about body changes during puberty.
Citizenship	Understanding communities, democracy, rights and responsibilities, respecting differences and contributing positively to school life.
Economic Wellbeing	Managing money responsibly, making informed spending decisions, recognising the value of saving and understanding different careers and aspirations.

Year 4

Curriculum Strand	Key Learning
Families and Relationships	Developing healthy relationships, recognising peer influence, challenging stereotypes, understanding discrimination and showing respect for diversity.
Health and Wellbeing	Promoting positive mental health, managing change, recognising the effects of stress and developing strategies to support emotional wellbeing.
Safety and the Changing Body	Online relationships, digital safety, consent and permission, personal privacy, recognising risks and understanding the physical and emotional changes associated with puberty.
Citizenship	Democracy, equality, inclusion, environmental responsibility and understanding how individuals contribute to their communities.
Economic Wellbeing	Budgeting, making financial choices, recognising influences on spending and exploring enterprise and the world of work.

Year 5

Curriculum Strand	Key Learning
Families and Relationships	Exploring healthy and unhealthy relationships, understanding respect, equality, peer pressure and the importance of communication and trust.
Health and Wellbeing	Building resilience, managing emotions, understanding mental health, recognising strategies for maintaining wellbeing and preparing for increasing independence.
Safety and the Changing Body	Puberty, body changes, body autonomy, online relationships, consent, managing risk and recognising how to seek support when needed.
Citizenship	Human rights, diversity, equality, discrimination, British Values and participating positively within society.
Economic Wellbeing	Financial responsibility, budgeting, saving, borrowing, careers, aspirations and understanding how choices influence future opportunities.

Year 6

Curriculum Strand	Key Learning
Families and Relationships	Maintaining healthy relationships, resolving conflict, recognising coercion and abuse, respecting diversity and preparing for new relationships in secondary school.
Health and Wellbeing	Emotional wellbeing, coping with change, managing transition to secondary school, healthy lifestyles and developing independence and responsibility.
Safety and the Changing Body	Puberty, reproduction, body autonomy, consent, online safety, managing increasing independence and recognising where to seek help and support. The Year 6 curriculum also includes a carefully planned, age-appropriate programme of non-statutory Sex Education, delivered in accordance with this policy and current statutory guidance (see below)
Citizenship	Rights and responsibilities, active citizenship, equality, diversity, challenging discrimination and contributing positively to modern British society.
Economic Wellbeing	Financial decision-making, budgeting, banking, aspirations, careers, enterprise and preparing for the transition to secondary education and adult life.

***Please note there is only 1 non-statutory unit in our curriculum. This is in Year 6 and contains content which goes beyond the Statutory Science curriculum.**

Because this content goes beyond the basic Science curriculum, parents hold the statutory right to request that their child be withdrawn from these specific human sex education lessons.

Year 5 & 6 Science (Statutory)

The scientific framework focuses on the mechanics of nature and the human timeline:

- **Life Cycles:** Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.
- **Reproduction:** Describe the life process of reproduction in some plants and animals.
- **Human Development:** Describe the changes as humans develop to old age.

Health & Relationships Education (Statutory)

This prepares children for the physical and emotional changes of growing up:

- **Puberty & Menstruation:** Explaining the physical and emotional changes that happen during puberty (often taught in Year 4 or 5).
- **Anatomy:** Using correct scientific names for external male and female body parts.
- **Healthy Relationships:** Learning about family structures, friendships, and how people care for each other.

Non-Statutory Curriculum (Beyond Science)

The Department for Education strongly recommends that primary schools teach an age-appropriate **Sex Education** element in Year 5/ 6, but it remains **non-statutory**.

What it covers:

While Science teaches *that* organisms reproduce, non-statutory PSHE/RSE lessons explain *how* human reproduction occurs:

- **Sexual Intercourse:** Explaining how a sperm cell from a man meets an egg cell from a woman inside the female body.
- **Conception & Birth:** How fertilization happens and how the baby exits the uterus after nine months.
- **Emotional Context:** Placing these topics within the framework of loving, stable, and consensual adult relationships.

Appendix 2: By the end of primary school pupils should know

The following statutory outcomes are taken from the Department for Education's statutory guidance for Relationships Education and Health Education. Horton Grange Primary School fulfils these requirements through its progressive PSHE and RSE curriculum, delivered using the Kapow Primary PSHE & RSE Scheme of Work.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed Pupils should know: • That families are important for children growing up because they can give love, security and stability • That families can look different from their own and should be respected • That stable, caring relationships are important for children's wellbeing • How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help

TOPIC	PUPILS SHOULD KNOW
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed Pupils should know: • The characteristics of positive friendships (trust, respect, kindness) • That friendships can have difficulties and how to manage conflict • How to recognise when a friendship is making them feel unhappy or unsafe • How to seek help if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive. The importance of permission-seeking and giving in relationships with friends, peers and adults Pupils should know: • The importance of respecting others, even when they are different • What stereotypes are and how they can be harmful • The importance of self-respect • That everyone has the right to be treated with respect • That bullying, harassment and discrimination (including online) are never acceptable • How to recognise harmful behaviours, including teasing, intimidation or unwanted attention • That pressure to do something uncomfortable is not acceptable

TOPIC	PUPILS SHOULD KNOW
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online Pupils should know: • That people may behave differently online • That the same principles of respect apply online • That online content may not reflect real-life relationships • That some online content, including content that is inappropriate or sexually explicit, may be harmful, misleading or illegal, and that they should know how to respond safely and seek support. • The risks of sharing images or personal information • The risks of talking to people they do not know • How to recognise online pressure, coercion or grooming • How to report online concerns

TOPIC	PUPILS SHOULD KNOW
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult How to ask for advice or help for themselves or others, and to keep trying until they are heard How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources Pupils should know: • What appropriate and inappropriate contact is • That secrets that make them feel unsafe should not be kept • How to recognise when they feel unsafe • How to recognise unsafe situations in relationships (including peer relationships) • Awareness of unwanted physical contact or inappropriate behaviour (age-appropriate) • That unsafe behaviour can happen from people they know • How to report concerns confidently • That they should keep telling until they are heard

TOPIC	PUPILS SHOULD KNOW
Consent and boundaries	Pupils should know: • That their body belongs to them • The meaning of consent in simple terms (asking permission and respecting answers) • That consent must be freely given and can be withdrawn • How to recognise when consent is not given or not respected • That they should never feel pressured, forced or tricked into doing something • How to respond if they feel uncomfortable • That they can say no and seek help at any time
Reporting and seeking help	Pupils should know: • Who trusted adults are in school and outside • How to report concerns to a trusted adult in school or elsewhere and know that concerns will be taken seriously and acted upon. • That they will be taken seriously • That they will be supported if they speak up

The statutory outcomes shown above are taught progressively throughout pupils' primary education. Individual learning objectives are revisited and developed through the Kapow Primary PSHE & RSE Scheme of Work to ensure pupils build secure knowledge, understanding and skills over time.

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

This form should be submitted to the headteacher

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	