



PSHE and RSE Policy

(Personal, Social, Health and Economic Education and Relationships & Sex Education)

Loving God – Serving others – Flourishing together

RESPECT – ASPIRE – REJOICE

"Encourage one another and build each other up."

1 THESSALONIANS 5:11

POST-CONSULTATION: VERSION 2 – 20 JULY 2026
NEXT DUE FOR REVIEW: JULY 2027

1. Policy Statement

At St Mark's C.E. Primary School, we believe that Personal, Social, Health and Economic (PSHE) Education, Relationships Education and age-appropriate Relationships and Sex Education (RSE) are fundamental to our vision of: *Loving God, Serving Others, Flourishing Together*.

Our curriculum reflects our Christian distinctiveness and is underpinned by the Bible verse: Encourage one another and build each other up. (*1 Thessalonians 5:11*) This biblical principle acts as the golden thread through our curriculum, supporting children to develop positive relationships, show compassion towards others and grow into respectful, responsible members of society.

Through PSHE & RSE, we seek to nurture children who live out our school values to:

Respect:

Developing kindness, empathy, dignity, inclusivity and healthy relationships.

Aspire:

Encouraging resilience, confidence, ambition, responsibility and positive decision-making.

Rejoice:

Celebrating individuality, diversity, achievement, wellbeing and the joy of learning and belonging.

Our curriculum equips children with the knowledge, understanding and skills they need to:

- build healthy, respectful relationships;
- develop emotional wellbeing and resilience;
- stay physically and mentally healthy;
- understand and manage risk;
- stay safe both online and offline;
- recognise and respond to safeguarding concerns;
- become responsible and active citizens;
- celebrate diversity and difference;
- prepare them for curriculum learning in KS3 and beyond;
- prepare for the opportunities, responsibilities and experiences of later life;
- flourish within their communities and in modern Britain.

At St Mark's C.E. Primary School, our curriculum is delivered through the **Kapow Primary RSE & PSHE Scheme of Learning**, which has been designed to meet the requirements of the DfE's revised Relationships Education, Relationships and Sex Education and Health Education Guidance for implementation from September 2026. Kapow provides a progressive spiral curriculum from EYFS to Year 6, ensuring learning is revisited and built upon over time.



2. Legal Framework

This policy has been developed with reference to: DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2025) (statutory); The Relationships Education, RSE and Health Education (England) Regulations 2019; Keeping Children Safe in Education (current edition); the school's Child Protection & Safeguarding Policy; the Equality Act 2010; SEND Code of Practice (2015); National Curriculum Science Programmes of Study; and relevant local safeguarding partnership procedures. This policy will be reviewed annually or whenever statutory guidance is updated.



3. Aims of our RSE & PSHE curriculum

The curriculum aims to help children:

Relationships

- Develop positive, caring and respectful friendships
- Understand different family structures and relationships
- Demonstrate kindness, respect and empathy
- Understand personal boundaries and privacy
- Recognise safe and unsafe situations
- Know when and how to seek help

Health and Wellbeing

- Develop emotional literacy and resilience
- Understand physical and mental health
- Build self-esteem and confidence
- Understand body changes and puberty
- Make informed choices that support lifelong wellbeing

Staying Safe

- Understand risks in everyday life
- Develop personal safety skills
- Stay safe online and offline
- Recognise safeguarding concerns

- Understand consent and personal boundaries in age-appropriate ways

Citizenship

- Understand rights and responsibilities
 - Respect diversity and difference
 - Contribute positively to the school and wider community
 - Develop financial and economic awareness
 - Prepare for life in modern Britain
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4. Christian Distinctiveness and British Values

At St Mark's C.E. Primary School, RSE and PSHE support our Christian vision and contribute significantly to pupils' spiritual, moral, social and cultural development.

The curriculum promotes:

- respect for all people;
- dignity and compassion;
- service to others;
- personal responsibility;
- justice and fairness;
- courage and integrity.

The curriculum also actively promotes the **Fundamental British Values:**

Democracy:

Pupils learn to express opinions respectfully and understand that their voices matter.

Rule of Law:

Pupils develop an understanding of rules, laws, rights and responsibilities.

Individual Liberty:

Pupils learn to make informed choices whilst recognising responsibility and personal safety.

Mutual Respect:

Pupils learn how to build healthy relationships and value others.

Tolerance of Those with Different Faiths and Beliefs:

Pupils develop understanding, acceptance and respect for diversity within modern Britain.

These themes are woven throughout the Kapow curriculum, particularly through the Connecting with Others, Citizenship, Growing Up and Online World strands.

5. Key Features of the Kapow Curriculum

St Mark's uses the **Kapow Primary RSE & PSHE Scheme** because it:

- provides full statutory coverage;
- aligns with the DfE 2025 guidance;
- supports progression from EYFS to Year 6;
- includes detailed planning and assessment materials;
- provides teacher guidance and professional development support;
- includes pupil videos and interactive presentations;
- reflects current safeguarding priorities;
- includes diverse families and communities;
- builds learning through a progressive spiral curriculum.



The curriculum is organised into six key strands:

- My Healthy Self
- Connecting with Others
- The Online World
- Citizenship
- Growing Up
- Staying Safe

6. Curriculum Content and Coverage

At St Mark's C.E. Primary School, we have carefully mapped out our curriculum to ensure it allows for learning to be re-visited and built upon over time.

Our long-term planning progression is shown below:

EYFS:

Term	Unit
Autumn 1	Self-regulation: My Feelings
Autumn 2	Building Relationships: Special Relationships
Spring 1	Managing Self: Taking on Challenges
Spring 2	Self-regulation: Listening and Following Instructions
Summer 1	Building Relationships: My Family and Friends
Summer 2	Managing Self: My Wellbeing

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?

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?

Year 3:

- My Healthy Self: How Can I Take Care of My Mind and Body?
- Connecting with Others: What Helps Us Feel Safe and Included?
- The Online World: How Should We Communicate Online?
- Citizenship: What Rights and Responsibilities Do We Have?
- Health Protection: How Can We Prevent Illness and Injury and Respond if They Happen?
- Citizenship: What Careers Do People Choose and Why?

Year 4:

- 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 My Money Wisely?
- 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?

Year 5:

- 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?
- 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?
- Citizenship: How Can We Be in Control of Our Money?

Year 6:

- 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?
- Online World: How Do I Feel About the Things I See Online?
- Citizenship: How Can We Protect Everyone's Rights?
- Staying Safe: How Can I Stay Safe as I Grow Up?
- **Sex Education: How Do People Become Parents and Carers?**

These units ensure progressive coverage of all statutory Relationships Education and Health Education outcomes whilst reflecting the values of Respect, Aspire and Rejoice.

In line with the rationale and the expectations set out within the 2025 DfE guidance, the curriculum will explicitly include age-appropriate teaching on online risks and responsibilities, particularly within Years 5 and 6. This will cover image-sharing and youth-produced sexual imagery (nudes), sextortion, deepfakes, AI-generated imagery, and the legal consequences of creating, possessing, or sharing sexual images of anyone under the age of 18. Pupils will also be provided with practical signposting to local sexual health services, alongside an age-appropriate understanding of confidentiality, seeking support from trusted adults, and Gillick competence where relevant.

Making these areas explicit within the curriculum ensures that pupils, parents, and staff are clear about the school's approach to addressing emerging online risks and safeguarding responsibilities.

7. New Areas of Emphasis within the 2025 Guidance

The revised guidance strengthens expectations around:

Online Safety

Including:

- age restrictions;
- social media;
- online gaming;
- privacy and location settings;
- image sharing;
- online influence;
- scams and inappropriate content;
- digital wellbeing.

Personal Safety

Including:

- road, rail and water safety;
- managing risk;
- first aid;
- peer pressure;
- emergency situations;
- seeking support from trusted adults.

Safeguarding, Boundaries and Consent

Including:

- personal boundaries;
- privacy;
- recognising unsafe situations;
- trusted adults;
- understanding permission and personal space as foundations for later consent education.

Families and Diversity

Children learn that families come in many forms and that all families should be treated with dignity and respect. Resources used through Kapow reflect diverse family structures and communities.

Is sexual orientation and gender identity covered in Kapow Primary RSE & PSHE?

Sexual orientation is not taught as a discrete concept in Kapow Primary RSE & PSHE. Same-sex relationships are represented naturally within lessons about family life and relationships. When pupils learn about different types of families, the statutory guidance recommends that schools include same-sex parents alongside other family arrangements, and this is reflected in Kapow's scheme.

Gender identity or gender reassignment is not explicitly taught in the Kapow Primary RSE & PSHE scheme, as this is not a requirement of the 2025 statutory guidance for primary schools. Pupils are taught to respect differences and treat others with kindness and dignity across the curriculum. This includes learning to challenge gender stereotypes, recognise unfair assumptions and understand that people may express themselves in different ways

8. What is Statutory and What is Optional?

Statutory

All children receive:

Relationships Education

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

Health Education

- Mental Wellbeing
- Physical Health
- Healthy Lifestyles
- Internet Safety
- Personal Safety
- Puberty Education

National Curriculum Science

- Reproduction and life cycles
 - Human development
 - Puberty-related learning
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Non-Statutory Sex Education

At St Mark's C.E. Primary School, additional Sex Education is taught through the Year 6 Kapow unit:

How Do People Become Parents and Carers?

This may include:

- conception;
- pregnancy;
- birth;
- parenthood and caring responsibilities.

Key skills:

- Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs.
- Describing how a baby is conceived and born.
- Asking questions about conception and birth in a respectful and appropriate way.

Key knowledge:

To know:

- Reproduction happens when a sperm and egg join together to make a baby, usually through sexual intercourse (sex).
- Pregnancy begins when a fertilised egg grows in the uterus.
- A baby develops in the uterus for approximately nine months.
- Birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section.
- There are different ways people can become parents, including IVF and adoption.
- Babies need constant care and attention.
- Becoming a parent involves significant responsibility, time and support.
- The legal age for sexual intercourse in the UK is 16, although many people choose to wait until they are older.

Key vocabulary:

- Conception
- Consent
- Ovary
- Pregnant
- sexual intercourse
- sperm

Lesson 1: Which words can we use to describe our private body parts?

Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female private body parts.

Lesson 2: How are babies made?

Describing, in simple terms, how a baby is conceived (e.g. that sexual intercourse is the way humans reproduce).

Lesson 3: What happens in pregnancy and how are babies born?

Explaining how a baby develops during pregnancy and learning about the different ways a baby can be born.

Lesson 4: How are families formed?

Understanding the different ways families are formed.

Lesson 5: How does life change after having a baby?

Understanding the responsibility of having a baby and learning what a baby needs.

Lesson 6: What is consent?

Understanding what consent means and explaining why it is important.

9. Parents' Rights and Partnership with Parents

We recognise that parents are the primary educators of their children and value strong partnerships between home and school.

In line with the 2025 guidance, St Mark's C.E. Primary School is committed to openness and transparency.

Parents will be able to:

- access this policy via the school website;
- receive curriculum information;
- discuss curriculum content with staff;
- view teaching materials used within school;
- understand what is statutory and what is non-statutory.

The school will proactively share a representative sample of lesson materials with parents at least once per year (e.g. at parents' evening meetings). Parents may access:

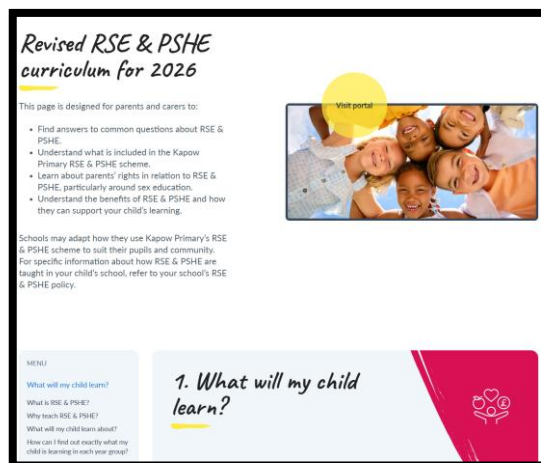
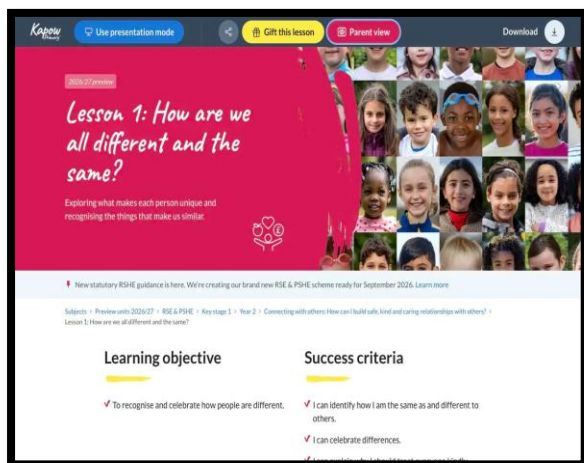
- Kapow Parent Overview materials;
- curriculum overviews;
- year-group content summaries;
- resources used in school, upon request.

Parents can request to view full lesson materials; where copyrighted third-party materials are used, the school will provide an accessible summary and make arrangements for in-person viewing.

Any deviation from the published RSE policy (for example, emergency topical lessons) will be communicated to parents in advance where reasonably practicable.

If a topical issue arises that we consider it necessary to address in class for safeguarding or wellbeing reasons, parents will be informed in advance where reasonably practicable. In cases where immediate action is required for pupil safety, parents will be informed as soon as possible afterwards with an explanation of the reasons.

Materials are available to view through Kapow's 'Parent View' function:



Available at any time via:

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

10. Parents' Right to Withdraw

Statutory and optional content: Relationships Education and Health Education (which includes age appropriate puberty content identified in DfE guidance) and National Curriculum science are statutory. Some additional sex education content (Kapow's optional Year 6 unit 'How Do People Become Parents and Carers?') is non statutory and parents may request withdrawal from that optional unit. Where puberty content forms part of statutory Health Education or science, parents do not have the legal right to withdraw.

Parents **cannot withdraw** their child from:

- Relationships Education;
- Health Education;
- National Curriculum Science;
- Puberty Education.

Parents **may request withdrawal** of their child from **non-statutory sex education content** taught beyond the National Curriculum Science requirements. Requests should be made in writing to the headteacher. The headteacher will meet with the parent (and pupil where appropriate) to discuss the request and record the outcome. In primary schools, the headteacher will grant requests for withdrawal from sex education content outside the science curriculum.

From three terms before a pupil's 16th birthday, pupils may choose to opt back into sex education even if a parent has previously withdrawn them. The school will provide suitable alternative arrangements for withdrawn pupils during the RSE sessions

We strongly encourage parents to discuss any concerns with the school so that informed decisions can be made in the best interests of the child.

11. Inclusion, Equality and Diversity

As a Church of England school, we believe every child is uniquely created, known and loved by God.

Our curriculum:

- reflects the Equality Act 2010;
- supports all learners, including pupils with SEND;
- promotes inclusion and belonging;
- recognises diverse families and communities;
- challenges stereotypes and discrimination;
- teaches children to respect differences;
- promotes dignity and respect for all.

Pupils are taught that everyone should be treated with kindness, compassion and respect, reflecting both our Christian values and British Values.

SEND and Accessibility of Materials

Teaching and resources will be accessible for pupils with SEND. Where appropriate, materials will be adapted (e.g., simplified language, visual supports, one-to-one or small group delivery). The PSHE/RSE lead will liaise with the Inclusion Coordinator to consider individual access arrangements for pupils whose needs require significant adjustment. The school will involve parents and, where helpful, outside professionals to ensure safe, effective provision for vulnerable pupils.

Managing Difficult Questions / Classroom Confidentiality

Teachers will establish ground rules and use distancing techniques (e.g., hypothetical scenarios and question boxes). Staff will not promise total confidentiality to pupils. If a pupil makes a disclosure indicating risk of harm, staff must follow the school's safeguarding procedures immediately and inform the Designated Safeguarding Lead. The RSE policy will explain how teachers will handle questions beyond taught content or from withdrawn pupils (e.g., signpost to trusted adults or provide written answers to parents).

LGBT+, Gender and Protected Characteristics (Lesbian, Gay, Bisexual and Transgender content)

Relationships education will teach respect for all protected characteristics. Same-sex parents and diverse family types will be presented positively in primary lessons. Teaching will cover equality and the law relating to protected characteristics by secondary age; in primary we will introduce age-appropriate content that promotes respect and challenges stereotypes. The school will avoid

endorsing particular viewpoints and will present factual, balanced information. Any external resources on gender identity will be reviewed in advance with parents and made available on request.

Training and staff support

All staff involved in delivery will receive appropriate training, including safeguarding refresher training specific to RSHE, handling disclosures, and managing sensitive classroom discussion. The school will provide CPD opportunities (annually) and signpost teachers to Kapow guidance and local health/mental health partners. New teachers will receive induction in the school's RSE approach.

12. Safeguarding

PSHE and RSE are central to safeguarding at St Mark's.

Learning supports pupils to:

- identify trusted adults;
- recognise abuse and unsafe situations;
- understand online risks;
- know how to report worries;
- develop strategies to keep themselves safe.

Any safeguarding issues arising during lessons will be dealt with in accordance with the school's Child Protection and Safeguarding Policy.

13. Teaching and Learning

PSHE and RSE are delivered through:

- weekly discrete lessons (approximately 45 minutes);
- discussion and reflection;
- collaborative learning;
- role play and scenarios;
- videos and presentations;
- worship and reflection opportunities;
- cross-curricular links;
- wider school experiences and pastoral support.



Example knowledge organisers:

Words you will learn:

- feelings**
How we notice and describe our emotions.
- health**
How our bodies and minds are working or feeling.
- mind**
The part of our body that thinks, feels and learns.
- mood**
The way a person feels at a certain time.
- support**
Help or care given to or by others.

How to take care of your mind and body

- eat a balanced diet
- do things you enjoy
- get a good night's sleep
- stay hydrated
- keep active
- spend time with family and friends

Words you may know:

- emotions**
How we react to things around us.
- safe**
When you are not in danger.

Keep talking

- I am feeling...
- I am worried about...
- I need help because...

Year 5 - Families and relationships

Attributes	Qualities or characteristics that make up someone's personality.
Bullying	To cause repeated physical or emotional pain to somebody.
Bystander	Someone who watches something happening without getting involved.
Cyberbullying	Bullying that occurs through the internet.
Marriage	The legal commitment of two people to each other which is intended to be lifelong.
Secret	Something which is not meant to be known or seen by anyone.
Wedding	The ceremony which celebrates the marriage of two people.

Some people bully others because they have their own problems and they need help and support to overcome their problems.

If we are aware of bullying, it is important to try and help and not be a bystander.

Getting help

Talk to an adult you trust, this could be:

- someone at school e.g. teacher
- someone at home e.g. parent or older siblings
- another relative e.g. grandparent or aunty/uncle
- someone at a club or organisation you attend e.g. sports coach

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill.

Key facts

There are many qualities which make a good friend.



Problems in friendships can be overcome and sometimes the friendship can be stronger afterwards.



People can decide if they want to get married or not.



Everyone is different and it is important to recognise our positive attributes.



Sometimes families experience problems and there are people who can help.



If we are worried about something which is happening to us or a friend, we should talk to an adult we trust.

Use of External Providers and Resources

When external providers are used, the school remains responsible for content and delivery. Providers must submit lesson plans and materials in advance; these will be checked for accuracy, age-appropriateness, balance and alignment with the policy. The school will ensure contractual terms do not prevent sharing materials with parents and will confirm safeguarding and DBS arrangements for visitors. Parents will be informed of external visits and content in advance.

14. Assessment, Monitoring and Evaluation

The PSHE/RSE lead will monitor implementation through planning scrutiny, learning walks, lesson visits, pupil voice (including targeted groups such as SEND/EAL pupils), and assessment evidence. Impact measures will include pupils' knowledge checks, qualitative pupil/parent feedback, and safeguarding trends. The policy will be reviewed by governors **annually** and updated following changes to statutory guidance or local needs.

15. Roles and Responsibilities

Governing Body

- Approve and review the policy.
- Monitor statutory compliance.
- Ensure provision reflects the school's Christian vision.

Headteacher / Deputy Headteacher

- Ensure effective implementation.
- Support parental engagement.
- Ensure staff training and curriculum compliance.

PSHE/RSE Lead & Curriculum Lead

- Lead curriculum development.
- Monitor teaching, learning and assessment.
- Support staff.
- Keep provision aligned to statutory requirements.

Teachers

- Deliver high-quality learning.
 - Promote the school's vision and values.
 - Create a safe and respectful learning environment.
 - Follow safeguarding procedures.
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Parent Information Summary:

- ☒ Relationships Education is statutory.
 - ☒ Health Education is statutory.
 - ☒ Puberty Education is statutory.
 - ☒ National Curriculum Science is statutory.
 - ☒ Parents can view curriculum materials used in school.
 - ☒ Parents can access curriculum information and Kapow parent guidance.
 - ☒ Parents may request withdrawal only from non-statutory Sex Education beyond Science.
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At St Mark's C.E. Primary School, our PSHE and RSE curriculum seeks to fulfil our vision of Loving God, Serving Others, Flourishing Together. Through our values of Respect, Aspire and Rejoice, and guided by the biblical call to, 'Encourage one another and build each other up' (1 Thessalonians 5:11), we strive to nurture confident, compassionate and responsible young people who are equipped to flourish in school, in their communities and in modern Britain.
