



High March

PSHE and Relationships Education Policy

Person responsible for latest revision:	Miss Emily Green
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ISSR Reference	ISSR 2A and 2.2(d)

This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

High March

PSHE and Relationships Education Policy

Introduction

High March's approach to Personal, Social, Health and Economic (PSHE) education, which includes Relationships Education, reflects the school's aims and ethos. It prepares pupils for the contemporary world and enhances a sense of their cultural identity, whilst fostering positive attitudes and encouraging respect for other people, paying particular regard to the protected characteristics set out in the Equality Act (2010). These are Age, Disability, Sex, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief or Sexual orientation.

PSHE and Relationships Education offers children the opportunity to become confident, healthy, independent and responsible citizens. It is important for pupils to learn about themselves as developing and changing individuals and to encourage them to play a positive role in contributing to the life of the school and the wider community. It helps children develop the knowledge, skills and attributes they need to manage their lives, stay healthy and safe, now and in the future. Our Relationships Education programme is an integral part of our whole school PSHE education provision.

The School recognises its responsibility to promote the spiritual, moral, cultural, mental and physical development of its pupils. To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHE and relationships education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

This Policy reflects the latest updates from: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (DfE, updated July 2025 for implementation from September 2026). Keeping Children Safe in Education (KCSIE 2026). The curriculum incorporates age-appropriate teaching about online safety, respectful relationships, consent, equality, diversity, child-on child abuse, sexual harassment, misogyny, protected characteristics, mental wellbeing and seeking support where concerns arise. This policy has been developed in line with the PSHE Association guidance and following consultation with the Wishford Governance, Headmistress and staff and communication with the parent and pupil body due to the RSE element of the subject. It is also underpinned by the stated school aim that High March promotes a Christian ethos and Christian values, whilst respecting other faiths and traditions, but remains non-denominational in its admissions policy and teaching. Each individual is encouraged to develop friendly and informal relationships within a structured and disciplined routine.

Aims

'PSHE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes

and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.' (PSHE Association Programme of Study 2026)

The aims of PSHE at High March are to help the children to:

- develop the knowledge, skills and understanding to lead confident, healthy, independent lives and to become informed, active, responsible citizens
- have an awareness of the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different religions and beliefs, and what it means to live in this country today
- understand, respect and live by the School Values of kindness and friendship and educational excellence.
- build a resilience to radicalisation and to be able to identify and challenge extremist views
- recognise their own self-worth, work well with others and become increasingly responsible for their own learning and actions
- encourage discussion and debate whilst ensuring that teachers' personal opinions do not lead to a biased viewpoint. Staff are made aware of the DfE Political Impartiality in Schools Guidance (February 2022, updated March 2025)
- develop strategies to support good mental health and a sense of wellbeing
- reflect on their own experiences and understand how they are developing personally and socially
- talk about the lives of people around them and their roles in society
- understand and respect our common humanity, diversity and differences
- form effective, fulfilling and respectful relationships
- be aware of acceptable and unacceptable actions in relationship to themselves and others
- become independent and responsible members of the school and wider community
- become positive and active members of a democratic society
- tackle many of the spiritual, moral, social and cultural issues that are all part of growing up
- show resilience and perseverance in the face of challenge
- manage their own needs
- enjoy learning the subject

The aim of Relationships Education is to provide the key building blocks of healthy, respectful and positive relationships, with a focus on family, friendships and relationships in all contexts, including online. It sits alongside the essential understanding required to support pupils' physical, emotional and mental health and wellbeing. Through high-quality, evidence-based and age-appropriate teaching, the school aims to equip pupils with the knowledge, skills and attributes needed to make informed decisions, develop resilience, stay safe and healthy, and seek support when needed. The curriculum prepares pupils for the opportunities, responsibilities and experiences of adolescence and adult life. It seeks to provide a safe, inclusive and stimulating environment which, in partnership with parents and the wider community, enables pupils to

understand their moral, physical, social and emotional development and to become confident, respectful and responsible members of society.

This starts with pupils being taught about:

- what positive relationships are (including online relationships)
- what positive friendships are and how to maintain them)
- what family means and the different ways families can be formed
- the role of trusted adults and support networks
- how to take turns, cooperate and resolve conflicts positively
- how to treat themselves and others with kindness, consideration and respect
- the importance of honesty and truthfulness
- positive emotional, mental and physical wellbeing
- recognising and managing emotions
- developing self-esteem, resilience and confidence
- seeking and giving permission and the concept of personal privacy
- personal space, boundaries,
- the differences between appropriate, inappropriate and unsafe physical, and other contact
- an age-appropriate understanding of consent
- how to stay safe online and seek help if concerns arise
- how and when to ask for help and where support can be found
- understanding and respecting differences and diversity
- coping with change, transition, loss and bereavement in an age-appropriate way
- an age-appropriate introduction to sex education for Year 6 pupils

In Year 6, pupils participate in a six-session unit on Human Conception, Pregnancy and Birth. Sessions may be taught by form teachers, the Head of PSHE and Deputy Head (Pastoral). Teaching is delivered sensitively and inclusively, recognising the diversity of pupils' experiences, backgrounds and family circumstances. The programme is designed to support pupils' understanding of human development, conception, pregnancy and birth in a factual, sensitive and age-appropriate manner. The programme also supports pupils in understanding personal safety, healthy relationships, and where to seek help or advice if they have questions or concerns.

This unit includes content that goes beyond the statutory National Curriculum for Science and is therefore classified as non-statutory primary sex education. Parents/Carers have the right to withdraw their child from all or part of these elements of the programme. Requests for withdrawal should be made in writing to the Deputy Head (Pastoral) and Head of PSHE.

The school will consult with parents/carers prior to the unit being taught and will provide further information about the content and resources in the half term preceding delivery. Parents/Carers are welcome to review the teaching materials and resources in advance.

Where a Parent/Carer chooses to withdraw their child from these sessions, appropriate alternative educational provision will be provided for the duration of the lessons.

While recognising the right of Parents/Carers to withdraw their child, the school believes that there is significant educational value in pupils, particularly girls, learning about human conception, pregnancy and birth before they transition to secondary education. The programme aims to equip pupils with accurate knowledge, appropriate vocabulary and a clear understanding of human development, enabling them to make informed and responsible choices as they mature.

Further information about the content of the Year 6 Human Conception, Pregnancy and Birth unit can be found in Appendix 2. An overview of the updated Relationships and Sex Education curriculum is also available in the Parent Information Booklet (Appendix 4).

Through Relationships Education, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This focuses on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils are taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, we balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children. To support this, Key Stage 1 pupils take part in the NSPCC PANTS workshop, while Key Stage 2 pupils attend the NSPCC Speak Out Stay Safe workshop. Both sessions run on a two-year cycle.

Roles and Responsibility

The Headmistress

- To be responsible for ensuring that PSHE and Relationships Education is taught consistently across the school

Deputy Head (Pastoral) /Head of Junior House/Deputy Head (Teaching and Learning)

- To monitor the efficacy and impact of the PSHE and Relationships Education curriculum
- To help fulfil the aims of the PSHE and Relationships Education policy by embedding them in the wider curriculum and daily school life

PSHE Head of Department

- To lead the PSHE and Relationships Education curriculum and keep abreast of developments
- To support members of staff in the delivery of the lessons
- To monitor and track children's understanding and engagement through assessment
- To review and update the Policy on an annual basis and in line with DfE and ISI requirements
- To communicate regularly with Parents on specific health and relationship lessons

Form Teachers

- To deliver PSHE and Relationships Education in a sensitive way
- To model positive attitudes to PSHE and Relationships Education
- To monitor and assess pupil progress
- To regularly meet pupils in Form Teacher 'Tutorials' (See below)
- To respond to the needs of individual pupils and ensure that all pupils are able to participate fully in lessons regardless of ability or special educational needs and/or disability
- To ensure that they remain impartial when discussing personal, political or religious beliefs so their attitudes do not influence their teaching

Pupils

- To engage fully in PSHE and Relationships Education and, when discussing issues related to these subjects, treat others with respect and sensitivity

Parents

- To support the school's approach to PSHE and Relationships Education
- To help their children cope with the emotional and physical aspects of growing up, taking into account their physical and mental wellbeing
- To support the development of their child's understanding of relationships

Procedures

Relationships Education is not taught in isolation. It is rooted in our PSHE and Science curriculum and it is supported by the school's ethos and school rules. Lessons are accessible to all pupils including those with special educational needs and disabilities. PSHE is taught as a timetabled lesson at High March from Years 1 to 6 and is delivered by form teachers. All classes in Junior House have one 30-minute lesson per week. 60 minutes is allocated to Pupils at Upper School per week. In the Early Years Foundation Stage it is incorporated throughout all lessons, often linking to our school core values of 'Kindness, Friendship and educational excellence'. There are cross curricular links in Religious Studies, Science, Physical Education, Computer Science, assemblies and Circle time. Across Key Stage 2, we implement the [Girls on Board](#) framework to help girls successfully navigate the changing dynamics of their friendships. This programme uses non-judgmental group sessions, open discussions and role-play to foster deep empathy and mutual understanding among peers. By exploring common relationship patterns and shared anxieties together, our pupils learn that they are not alone in their feelings. This empowers the girls to confidently communicate and solve their own friendship conflicts, building long-term emotional resilience and ensuring a happier, more focused learning environment.

Teacher 'Tutorials'

It is important for children to have opportunities to speak regularly about pastoral issues. Form staff at Upper School invite children to stay behind during Tuesday Hymn Practice for a 'Tutorial'. In a Tutorial, pupils meet and talk with their form teacher. It is a good opportunity for pupils to talk and staff to ask about school, home, friendships and other pastoral matters. There may be times when specific children are invited to attend a Tutorial, based on pastoral needs, but form teachers will see every child at least once each term. Children are also able to request a Tutorial, if they feel it necessary. Teachers will record notes from the tutorial on Pupil Notes on Complete Ed, which are shared and reviewed by the Deputy Head (Pastoral). The Head of Junior House meets with children in Year 1 and Year 2 once a term to discuss pastoral care in the form of a tutorial and records notes as appropriate.

Delivery

All form tutors are familiar with this policy and the syllabus and will be prepared to support pupils and answer direct questions as appropriate. The School is committed to employing active learning methods which involve pupils' full participation. It is essential that we help pupils develop confidence in talking, listening and thinking about relationships. Ground rules will be established with each class before Relationships Education lessons to create a safe environment for both teacher and pupils.

Dealing with questions

Children of the same age may be developmentally at different stages, leading to different types of questions or behaviours. Some questions may be better dealt with on a one-to-one or small group basis, rather than the whole class. Teachers will be supported and prepared for the unexpected, for example:

- the ground rules should be referred to if a question is too personal
- if a teacher does not know the answer to a question, they should acknowledge this and research it later
- question boxes may be used so pupils may ask a question without having to do so publicly
- if a teacher feels that a question is too explicit, is too advanced for a pupil, is inappropriate for the whole class or raises any safeguarding concerns, the teacher should acknowledge the question and deal with it on an individual basis. The teacher will inform parents about any issue or question that he/she feels needs to be followed up at home unless that matter raises safeguarding concerns when advice will first be sought from the DSL

- if a teacher is concerned that a child has disclosed any matter which raises a safeguarding concern, they should follow the school's Safeguarding and Child Protection Policy and make a report to the DSL immediately

Staff members are aware that views around Relationships Education issues are varied. However, while personal views are respected, all issues are taught without bias using KAPOW Primary. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Right to Withdraw

In line with the DfE guidance, there is no right for parents to withdraw their child from Relationship Education or Health Education (which includes learning about the changing adolescent body and puberty).

However, parents have the right to withdraw their children from the human conception, pregnancy and birth unit, which is a non-statutory/non-science component of sex education.

Curriculum and Design

Leading on from the EYFS framework, the KS1 and KS2 curriculum provision (see Appendix 2) follows the Kapow Primary RSE & PSHE Programme which is fully aligned to DfE statutory Relationships Education and Health Education requirements.

The curriculum is organised through six progressive strands:

1. Families and Relationships
2. Health and Wellbeing
3. Safety and the Changing Body
4. Citizenship
5. Economic Wellbeing
6. Transition

These strands are revisited annually to support knowledge retention and progression. The curriculum is carefully sequenced to ensure pupils develop increasingly sophisticated knowledge, skills and vocabulary as they move through the school. Learning is adapted to meet the needs of all learners and supports the protected characteristics outlined in the Equality Act 2010.

Opportunities to cover the Programme of Study include:

- Discrete curriculum time of a regular PSHE lesson
- Relationship Education programme
- Teaching PSHE through and in other subjects/curriculum areas (including Computer Science online safety)
- PSHE activities and school events
- Pupil First Aid interactive sessions
- Pupil Council
- Responsible Use Policy for Pupils
- SMSC policy
- Sustainability teams (Eco Committee and JRSOs) to promote green issues
- Assemblies and church services
- Charity work
- Trips and outings
- Pupil leadership roles across the school Links with the local community, external agencies and a range of visitors

A whole school approach is effective because pupils' personal and social development is influenced by many aspects of school life. The provision for PSHE will therefore play a central part in the cycle of whole school curriculum planning and development.

First Aid Training

In the Spring Term, the Deputy Head (Pastoral), in conjunction with the Medical Welfare Officer, delivers First Aid training with pupils from Year 1 to 6. A letter to parents is sent beforehand to inform them about the purpose and content of the session. The aim is to engage pupils in a progressive programme of annual training to provide them with the knowledge and skills to know when and how to help someone safely, calmly and with kindness.

The children complete modules covering the following areas;

- The role of first aider
- Helping a conscious casualty
- Making an emergency call
- Cuts, Grazes and Minor Bleeding
- Broken Bones & Head Injuries
- Asthma and Anaphylactic Reactions
- The Conscious Casualty – Heart attacks & Brain attacks (Strokes)
- Serious Bleeding
- Choking
- Helping an Unresponsive and Breathing Casualty - The Recovery Position
- Unresponsive and not Breathing Casualty - Cardiac Arrest & CPR

The pupils use practical hands-on resources including Little Annie, CPR manikins and interactive resources from the British Red Cross. During the training with older pupils, the causes, signs and symptoms of life-threatening conditions such as strokes, heart attacks and cardiac arrests are sensitively discussed. On completion of the training, the children undertake a short quiz to be awarded a British Red Cross First Aid Champions certificate.

Early Years Provision

PSHE is embedded in all that we do. We fulfil the objectives set out in the Early Years Framework and the relevant aspects support the aim of developing a child's personal, emotional and social development as set out in the framework. Citizenship education is also supported in the Reception classes where the children are encouraged to develop their 'knowledge and understanding of the world'.

Safeguarding and Confidentiality

The best interests of the child are our main concern. Children have a right to expect school to be a safe and secure environment. Teachers need to be aware that effective Relationships Education can lead to disclosures from pupils, often unintentionally, that raise child protection concerns. Key points to be aware of are:

1. The school has in place a Safeguarding and Child Protection policy and an agreed approach to confidentiality which is consistent with current safeguarding and child protection principles and KCSIE 2026
2. Teachers can never offer or guarantee unconditional confidentiality
3. Any visitor from an outside agency involved with pupils in Relationships Education will be made aware of the confidentiality rules and whom to approach on the staff with concerns.

Assessment

Assessment in PSHE & RSE is an integral part of teaching and learning and supports staff in identifying pupils' progress and next steps. Assessment is based on the six Kapow Primary PSHE & RSE strands:

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

Assessment focuses on two broad areas:

1. Knowledge and Understanding

This includes pupils' understanding of the key concepts, vocabulary and factual knowledge taught within each strand. Examples include:

- Understanding healthy lifestyles and mental wellbeing
- Recognising positive relationships and family structures
- Understanding personal safety, online safety and changing bodies
- Demonstrating knowledge of rights, responsibilities and democracy
- Understanding money, careers and economic wellbeing
- Appreciating diversity, identity and belonging

2. Application of Skills and Attitudes

This includes how effectively pupils apply their learning in age-appropriate situations. Examples include:

- Participating in discussions and collaborative learning
- Showing respect for different viewpoints
- Making informed decisions and choices
- Demonstrating problem-solving and critical thinking skills
- Managing relationships and resolving conflict appropriately
- Applying strategies to support personal wellbeing and safety

PSHE & RSE assessment is based on continuous teacher assessment and professional judgement rather than formal testing. Evidence may be gathered through:

- Classroom discussions
- Questioning and pupil responses
- Practical and collaborative activities
- Role play and scenario-based learning
- Pupil reflections and self-assessment
- Written outcomes where appropriate
- Observation of participation and engagement
- End-of-unit tasks and discussions
- Low-stakes quizzes and retrieval activities

Low-stakes quizzes are used to support retrieval of key knowledge and identify misconceptions. Quiz outcomes may contribute to a teacher's overall assessment judgement but are not used as a standalone measure of attainment.

At the end of each unit, teachers will make a summative judgement against the relevant Kapow strand using professional judgement and evidence collected throughout the learning sequence.

Pupils will be assessed using the following descriptors:

Working Towards (WT)

The pupil is beginning to demonstrate the expected knowledge and skills for their year group. They may require support, prompting or further opportunities to apply their learning independently.

Expected Standard (EXS)

The pupil demonstrates the expected knowledge, understanding and skills for their year group and can apply their learning appropriately in familiar contexts.

Greater Depth Standard (GDS)

The pupil demonstrates a secure and deeper understanding of the learning. They confidently apply knowledge across different contexts, make meaningful connections and contribute thoughtful reflections and discussion.

Assessment information is used to:

- Inform future planning and teaching.
- Identify pupils requiring additional support or challenge.
- Monitor progression across the six strands.
- Support reporting to parents and carers.
- Evaluate the impact of the PSHE curriculum.

Assessment does not judge pupils' personal beliefs, values or life experiences. Instead, it focuses on pupils' understanding of the taught curriculum and their ability to apply the taught knowledge and skills.

In addition, we use the Quest Wellbeing pupil survey to help us understand our pupil's attitudes to themselves and to learning and identify pupils in need of further support. PASS identifies a child's perceived learning capability, enabling us to respond to self-esteem issues and address potential barriers to learning by putting in place appropriate interventions. Form Teacher Tutorials have been used to address any individual concerns.

Vocabulary

It is important to outline the correct terms and vocabulary used within PSHE and Relationships Education lessons to ensure continuity at school and home. The vocabulary list (appendix 3) is broken down into Year groups. Having the correct terminology is an important tool for children which enables them to express themselves properly. Children should not use vocabulary that is inaccurate or offensive. There are many words surrounding the PSHE and Relationships curriculum that may have negative connotations or be misunderstood by pupils. We encourage children to always use the correct terminology and encourage parents to reinforce this at home.

The teaching of accurate, age-appropriate vocabulary is an essential part of our PSHE & RSE curriculum. Providing children with the correct terminology supports understanding, promotes confidence and enables pupils to communicate clearly about their thoughts, feelings, relationships, experiences and concerns.

Vocabulary progression is outlined in Appendix 3, which identifies key terminology for each year group and builds progressively on prior learning.

Through the Kapow PSHE & RSE curriculum, pupils are taught and encouraged to use correct subject-specific language across all six strands.

The use of accurate vocabulary is particularly important in supporting pupils to:

- Communicate their understanding effectively.
- Discuss sensitive topics respectfully and confidently.
- Develop a secure understanding of health, relationships and wellbeing.
- Recognise, describe and report concerns or worries appropriately.
- Understand concepts relating to personal safety, consent, boundaries and safeguarding.
- Reduce stigma, confusion and misconceptions surrounding key PSHE and RSE topics.

In line with current DfE guidance (2026), pupils are taught the correct names for body parts, including anatomical terminology, in an age-appropriate manner. The use of accurate terminology is recognised as an important safeguarding measure, enabling children to communicate clearly and seek help if needed. Staff will model and consistently reinforce the use of appropriate vocabulary

throughout lessons. Pupils will be encouraged to use respectful and accurate language and will be supported in understanding why some terms may be inaccurate, misleading or inappropriate. Partnership with parents and carers is an important aspect of this approach. Parents are encouraged to use and reinforce the correct terminology at home to promote consistency between home and school and to support children's developing understanding of relationships, health, safety and wellbeing.

Confident use of appropriate vocabulary contributes to pupil personal development, communication skills and safeguarding awareness, helping them to become informed, respectful and resilient members of society.

Monitoring

PSHE and Relationships Education is monitored and reviewed annually by the Head of Department and Senior Leadership Team. Staff across High March meet regularly to review and discuss developments relating to the PSHE and Relationships Education curriculum.

Legislation

This policy has been developed with reference to the following legislation and guidance:

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Department for Education: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2019, revised 2025 for implementation from September 2026)
- *Keeping Children Safe in Education (KCSIE) 2026*
- SEND Code of Practice: 0 to 25 years
- Working Together to Safeguard Children (2026)
- Mental Health and Behaviour in Schools (2018)
- Preventing and Tackling Bullying (2017)
- Behaviour in Schools (current DfE guidance) (2024)
- Political Impartiality in Schools (Updated March 2025)
- Respectful School Communities: Self-Review and Signposting Tool

Appendix 1

DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Areas of Focus

By the end of primary school pupils should know:

Theme	Detail
Families and people who care for me	- that families provide love, care, security and stability for children - the characteristics of healthy family life, including commitment, care, protection, support and spending time together - that families may differ from one another and should be treated with respect - that stable, caring relationships are important for children's wellbeing and development - that marriage and civil partnership are legal commitments intended to support stable and loving relationships - that relationships should make people feel safe, valued and cared for - how to recognise when family relationships are making them feel unhappy, worried or unsafe - how and where to seek help from trusted adults if they have concerns about family relationships
Caring friendships	- the importance of friendships in promoting happiness, wellbeing and emotional security - how friendships are formed and maintained - the characteristics of positive friendships, including kindness, honesty, loyalty, trust, respect and support - that healthy friendships are inclusive and do not deliberately exclude or isolate others - that disagreements can occur and can often be resolved positively - that violence, intimidation and coercion are never acceptable ways to resolve conflict - how to recognise healthy, unhealthy and worrying behaviours in friendships - how to manage conflict appropriately and seek support when needed - how to identify trusted adults who can help if a friendship is causing distress or concern
Respectful relationships	- the importance of treating others with kindness, courtesy, dignity and respect - that people may have different beliefs, backgrounds, cultures, identities and experiences - the importance of self-respect and respecting the rights of others - that everyone should expect to be treated respectfully both in school and wider society - how to develop and maintain respectful relationships - about different forms of bullying, including prejudice-based bullying and cyberbullying - the impact bullying can have on emotional wellbeing and mental health - the responsibilities of bystanders to report concerns and seek help - what stereotypes are and how they can lead to unfairness, discrimination or prejudice - that discriminatory language and behaviour are unacceptable - the importance of seeking, giving and respecting permission and personal boundaries in age-appropriate situations
Online relationships	- that people may present themselves differently online and may not always be who they claim to be - that the same expectations of respect and kindness apply online as offline

	• how to build positive and responsible online relationships • how to stay safe when communicating online • how to recognise risks associated with online interactions, including inappropriate contact and harmful content • how to report online concerns and access support • how to critically evaluate information, images and content found online • that online information is not always accurate, trustworthy or true • how personal information, photographs and data can be collected, shared and used online • the importance of protecting personal information and maintaining privacy online
Being safe	• what personal boundaries are and why they are important • that every person has a right to privacy and personal space • that their body belongs to them • the difference between appropriate, inappropriate and unsafe physical contact • that some secrets should never be kept if they relate to safety or wellbeing • how to recognise situations that may make them feel unsafe, uncomfortable or worried • how to respond safely to unfamiliar adults in person and online • how to recognise concerns about exploitation, grooming or manipulation in an age-appropriate context • how to report concerns, abuse or unsafe situations • how to seek advice and support for themselves or for others • that they should keep asking for help until they are heard • where to access support, including trusted adults, school staff, safeguarding leads and external support organisations
Equality, Inclusion and Belonging	• that all people deserve respect and should be treated fairly • that diversity is a positive feature of society • about the importance of inclusion and belonging within school and the wider community • that protected characteristics are recognised in law • that discrimination, prejudice and harassment are wrong • how to challenge unkind, prejudiced or discriminatory behaviour by seeking support from an adult • the importance of promoting respect, kindness and understanding towards others
Health Education Links	• mental wellbeing and emotional literacy • recognising and talking about feelings • building resilience and seeking support when needed • personal safety and risk management • healthy lifestyles and habits • the relationship between physical health and mental wellbeing

The school's Relationships Education curriculum will be reviewed annually to ensure continued compliance with the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (effective from September 2026) and any subsequent updates.

Appendix 2

Curriculum Provision – Scheme of Work – KAPOW Primary

Foundation Stage – See Foundation Stage Framework		
	Year 1	Year 2
Family relationships	- Family relationships - Different families - Friendship - Making friends - Solving friendship problems - Healthy friendships	- Families and support networks - Managing friendships - Respect and kindness - Valuing ourselves - Loss and change
Health and Wellbeing	- What helps us stay healthy? - Hygiene and self-care - Sleep and rest - Relaxation - Medicines and healthcare - People who help us stay healthy First aid modules: - Staying safe with medicine - Allergies/allergic reactions - Sun safety - The role of first aider - kindness and coping - The Conscious Casualty – responsive and breathing - Look for Danger, Shout for help - Making an emergency call	- Healthy lifestyles - Dental health - Physical activity - Growth mindset - Relaxation First aid modules: - Drug education (Staying safe with medicine) - The role of first aider - Kindness and coping - The Unconscious Casualty – unresponsive and breathing - DRSABC & the Recovery Position - Making an emergency call
Safety and the Changing Body	- Appropriate contact - Keeping safe - Emergencies and asking for help - Safety at home - Online safety foundations	- Appropriate contact - Medicines and safety - Internet safety - Secrets and surprises - Road safety

Citizenship	• Rules and responsibilities • Caring for others • Belonging to a community • Similarities and differences • Democratic decision-making	• Rules beyond school • Caring for the environment • Community roles • School council and pupil voice
Economic Wellbeing	• Introduction to money • Saving and spending • Looking after money	• Where money comes from • Needs and wants • Looking after money
Identity	• What makes me unique? • Strengths and interests • Feelings and self-awareness	• Similarities and differences • Self-worth • Respecting diversity

	Year 3	Year 4
Family relationships	• Healthy family relationships • Managing conflict • Effective communication • Trust • Respecting differences • Stereotypes	• Healthy friendships • Respect and manners • Bullying • Behaviour and responsibility • Families around the world • Loss and change
Health and Wellbeing	• Healthy choices • Mental wellbeing • Dental health • Resilience • Celebrating strengths First aid modules: • The role of first aider • Kindness and coping • Broken Bones • Head Injuries • The Unconscious Casualty – unresponsive and breathing, DRSABC, Recovery position	• Emotional wellbeing • Mental health • Happiness • Relaxation and visualisation • Healthy lifestyles First aid modules: • The role of first aider • Kindness and coping • Asthma and Anaphylactic Reactions – inc Bites and Stings, using inhalers and autoinjectors • Cuts, Grazes and Minor Bleeding – inc. Nose bleeds, cleaning wounds,

	• Making an emergency call	preventing infection, apply pressure, elevate and bandages • The Unconscious Casualty – unresponsive and breathing, DRSABC, Recovery position • Making an emergency call
Safety and the Changing Body	• Drugs, alcohol and tobacco awareness • Keeping safe out and about • Online safety • Communicating safely online	• Privacy and secrecy • Online safety and digital literacy • Puberty and changing bodies • Share Aware
Citizenship	• Children's rights • Rights and responsibilities • Recycling and environmental responsibility • Community groups and charities • Local democracy	• Human rights • Community participation • Diverse communities • Local government
Economic Wellbeing	• Ways of paying • Budgeting • Impact of spending	• Spending choices • Managing money • Value for money
Identity	• Who am I? • My strengths and talents • Challenging stereotypes	• My role within groups • Emotions and self-awareness • Diversity and inclusion

	Year 5	Year 6
Family relationships	• Building positive friendships • Resolving conflict • Respecting myself and others • Family life • Bullying and discrimination	• Respectful relationships • Being me • Stereotypes • Bullying • Loss and change • Consent and the law

Health and Wellbeing	• Puberty and menstruation • Healthy lifestyles • Sleep and wellbeing • Managing emotions • Goal setting • Healthy eating First aid modules: • The role of first aider • Kindness and coping • The Conscious Casualty – responsive and breathing • Recognising the signs & symptoms of Heart Attacks & Brain Attacks (Strokes) • Drug & Health Education – Smoking, high fat diet, lack of exercise risk factors for Heart Attacks & Strokes • The Unconscious Casualty – unresponsive and breathing, DRSABC, Recovery position • Choking – back blows and abdominal thrusts • Making an emergency call	• Physical health • Mental wellbeing • Resilience • Habits and lifestyle choices • Identity and body image • Health concerns First aid modules: • The role of first aider • Kindness and coping • Serious Bleeding (knife/stabbing injury, impaled objects) • The Unconscious Casualty – unresponsive and breathing, DRSABC, Recovery position • The Unconscious Casualty – unresponsive and NOT breathing • Recognising the signs of Cardiac Arrest • Rescue Breaths & CPR • Using an AED • Making an emergency call
Safety and the Changing Body	• Puberty and menstruation • Drug education • Online friendships • Identifying online dangers • Sun safety	• Puberty and reproduction • Human conception* • Pregnancy and birth* • Drugs, alcohol and tobacco • Social media • Critical digital literacy *Parents retain the right to withdraw their child from the non-statutory sex education elements of the curriculum.
Citizenship	• Preparing for transition to secondary school • Breaking the law • Rights and responsibilities • Protecting the environment • Community contribution • Parliament and democracy	• Human rights • Diversity and inclusion • Prejudice and discrimination • National democracy • Environmental responsibility

Economic Wellbeing	• Borrowing money • Income and expenditure • Financial risk • Prioritising spending	• Attitudes towards money • Financial safety • Gambling awareness • Career pathways
Identity	• Self-respect • Personal strengths • Challenging workplace stereotypes	• Personal identity • Body image • Diversity, equality and inclusion • Preparing for transition to secondary school

Appendix 3

Key Vocabulary used across the PSHE and Relationships curriculum (Year 1-6)

Year 1	Key Vocabulary used	
	• active • anger • body clues • comfortable • danger • disgust • emergency • exercise • fair / unfair • fear • feelings • five-a-day • friendly • germs • happiness • harm • healthy habits • illness • injury • lonely • medicine • online • polite • prevent • protect • relax • road safety • rule • safe	• sadness • serious • share • spread • strengths • surprise • trust • trusted adult • unwell • urgent • 999 • dentist • doctor • emergency • first aid • screen time • unsafe • uncomfortable • body clues • trust • emotions • face clues • trusted adult

Year 2	Key Vocabulary used	
	• belong • bullying • calm • carer • change • family • grow	• personal information • private parts • private information • scrotum • sharing • testicles • vagina

	• nipples • penis • permission	• vulva
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Year 3	Key Vocabulary used	
	• allergy • anonymous • asthma • behaviour • communicate • defence • disease • falling out • fixed mindset • friendship • growth mindset • hydrated/dehydrated • hygiene • immune • infection	• mindset • nutrients • pressure • relationship • report • respect • respectful • screenshot • SPF • sunburn • sunstroke • symptom • vaccine

Year 4	Key Vocabulary used	
	• alcohol • assertive • balanced diet • boundaries • breasts • cigarettes • compromise • current • disrespect • hazard • illegal • inappropriate • legal • manners • operator • period • personal space • physical changes	• puberty • resilience • risk • road crossing • self-respect • setback • tide • vapes • content • inaccurate • mislead • reliable • search engine

Year 5	Key Vocabulary used	
	• advert • calories	• moderate (activity) • period pad

	• civil partnership • commitment • conflict • cope • egg • erection • genitals • hormones • influence • light (activity) • marriage • menstrual cup	• period pants • regulate • response • routine • self-conscious • sensitive • short-term • support • tampon • vigorous (activity) • wellbeing • wet dreams • womb/uterus
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Year 6	Key Vocabulary used	
	• addictive • air ambulance • bystander • cautious • coastguard • conception • consent • criminal offence • dental hygiene • discrimination • drugs • emergency services • emotional • empathy • flossing • influence • long-term • mental health • mind • mood • mountain rescue • negative (feelings) • ovary • peer pressure	• persistence • physical • physical health • positive (feelings) • pregnant • public transport • • scam • • search-and-rescue • • self-esteem • • sexual intercourse • • sperm • stereotypes • substance • targeted • team • threat • tooth decay • up-stander • violence

Appendix 4

[Curriculum guide for Parents with Department for Education updates for PSHE and RSE education.](#)