


Burnt Tree Primary School



PSHE/RSHE Policy

(Personal, Social, Health Education)

(including Relationships and Health Education statutory from September 2020, and our position on Sex Education)

Signed by Chair of Governors	
Date	14/04/2026
Review Date	February 2027

Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

PSHE

Here at Burnt Tree Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

We use the Kapow programme, which offers us a comprehensive, carefully thought-through Scheme of work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on our school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. Health Education is also compulsory in all state-funded schools.

At Burnt Tree Primary School, Relationships Education in primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships, with an age-appropriate emphasis on friendships, family relationships, respect, and online safety. Sex Education beyond this is not statutory in primary schools, but any additional content will be taught in an age-appropriate and sensitive manner in line with parental consultation.

Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. DfE Guidance p.8

Today's children are growing up in an increasingly complex world, living their lives seamlessly both on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children need to know how to be safe, healthy and how to manage their academic, personal and social lives in a positive way.

This is why Relationships Education is compulsory for all primary pupils in England and Health Education is compulsory in all state-funded schools (DfE, 2019). At Burnt Tree Primary School, these subjects form part of our wider PSHE programme and are designed to give children the key building blocks of healthy, respectful relationships, focusing on family, friendships and other positive relationships in all contexts, including online. Alongside this, children learn essential knowledge and skills to maintain good physical and mental health, wellbeing and resilience.

These subjects represent a significant opportunity to help our pupils develop knowledge, skills and attributes that support their own wellbeing and that of others. They help children to become confident, successful and happy individuals who are able to make a positive contribution to society both now and in the future (DfE, 2019, p.4-5).

At Burnt Tree Primary School, we value PSHE as a key way to support children's development as human beings. It helps pupils understand and respect who they are, empowers them with a voice and equips them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE programme. To ensure progression and a spiral curriculum, we use Kapow Primary and their Scheme of RSE as our chosen teaching and learning programme for PSHE and Relationships Education. This programme is tailored to meet the needs of our children. The mapping document, Kapow RSE and PSHE: statutory Relationships and Health Education, shows exactly how Kapow — and therefore our school — meets the statutory Relationships and Health Education requirements.

Our PSHE policy is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))

The Kapow Programme is aligned to the PSHE Association Programmes of Study for PSHE.

What do we teach when and who teaches it?

Whole-school approach

Kapow covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Families and relationships.	Helps children understand the different types of families and the variety of positive relationships that exist. Develops children's knowledge of respect, empathy and the skills needed to maintain healthy and supportive relationships.
Autumn 2:	Health and wellbeing	Helps children understand the importance of physical and mental health, including making healthy lifestyle choices such as exercise, nutrition and sleep. Supports children in

recognising and managing emotions, developing resilience and maintaining positive wellbeing.

Spring 1: Safety and the changing body Teaches children how to recognise risks and stay safe in different environments, both on and offline. It also covers personal boundaries, privacy and how to seek help if they feel unsafe. The unit also helps children understand the physical and emotional changes that occur as they grow, including puberty. It promotes self-care, hygiene and confidence in managing these changes in a positive way.

Spring 2: Citizenship Helps children understand their rights and responsibilities as members of a community, both locally and globally. It also encourages respect for diversity, teamwork and active participation in making positive contributions to society.

Summer 1: Economic wellbeing Develops children's understanding of the concept of money, how it is earned, saved and spent responsibly. It also introduces the importance of budgeting, making choices and developing skills to manage personal resources effectively.

Summer 2: Transition The Transition unit supports children in understanding and managing changes, such as moving to a new class or school. It also develops strategies for coping with emotions, building confidence and adapting positively to new environments and routines.

At Burnt Tree, we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Praise and reward system
- Through relationships child to child, adult to child, adult to adult across the school.
- External visitors and workshops (DECCA, Mini Medics, Anti-bullying roadshow, HSBC etc)
- PCSO groups
- Careers Related Learning lessons
- Trips (SHAPE, Residentials etc)

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

By the end of primary school, children are expected to know the key building blocks of healthy, respectful relationships. This includes understanding different family types, developing caring friendships, recognising respect and diversity, staying safe online and knowing how to seek help when needed. These skills and knowledge help pupils form positive relationships, make safe and informed choices, and support their wellbeing as they move into secondary school.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

By the end of primary school, children are expected to have the knowledge and skills to maintain their physical and mental wellbeing, understand healthy lifestyle choices, and keep themselves safe. This includes developing an understanding of mental wellbeing, recognising and managing feelings, and knowing how to seek help if worried. Children learn about the safe use of technology, recognising online risks, and how to protect themselves. They are taught the importance of regular exercise, healthy eating, sleep, and personal hygiene, as well as the impact of nutrition on their overall health. Pupils gain age-appropriate knowledge about the effects of drugs, alcohol, and tobacco and are equipped to make safe choices. They also learn basic first aid, strategies for managing common illnesses, and, for older primary pupils, understanding of the changes that occur during puberty, including menstrual wellbeing.

Sex Education

The Department for Education (2019) statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education recommends that primary schools should have a sex education programme tailored to the age and physical and emotional maturity of pupils. However, while Relationships Education and Health Education (including puberty) are compulsory in primary schools, sex education beyond the statutory science curriculum is not compulsory and remains at the discretion of individual schools.

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At Burnt Tree Primary School, we believe children should understand the facts about human reproduction before they leave primary school and this will be taught in year 6 only. This will build upon the knowledge they have learned about puberty in year 5. We define Sex Education as understanding human reproduction. We intend to teach this within PSHE lessons and it will be delivered by teachers within the classroom. It will also be talked about within Science lessons in year 6 where children will learn about reproduction in mammals.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Burnt Tree Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Kapow Programme in the 'Safety and changing body' unit. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

Here at Burnt Tree, we have chosen to delay any teaching of Sex Education until year 6. Parents will have the right to withdraw their child from these sessions, however they will not be able to withdraw from any 'Puberty' lessons as this is a statutory requirement from the DfE. Any information taught about reproduction within the Science curriculum cannot be withdrawn from.

The school will inform parents of this right by a termly curriculum newsletter in Spring term before the Safety and changing body unit is taught.

Monitoring and Review

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Burnt Tree, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Policy Review

This policy is reviewed annually.

