



# HEADLEY PARK

PRIMARY SCHOOL

## Headley Park Primary School Policy Documentation

### Policy: PSHE (including Relationships and Health Education and Sex Education)

Responsibility for review: PSHE Leader  
Pending LGB Review of September 24 Changes

Version history		Key changes made
Date written	November 2020	-
Date of review	November 2021	Links to external documents added
Date of review	November 2022	-
Date of review	January 2024	Changes to the organisation of units in Jigsaw
Date of review	September 2024	Change to KAPOW

### **Curriculum Context and Intent**

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.

Relationships and Health Education are statutory curriculum elements required to be taught in all primary schools.

At Headley Park we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This PSHE policy sets out the framework for our Personal, Social, Health and Economic education curriculum (including relationships, sex and health curriculum), providing clarity on how it is informed, organised and delivered. Our approach to PSHE, including our PSHE curriculum, combines all statutory elements of Relationships and Health Education.

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

Secretary of State Foreword, DfE Guidance 2019

At Headley Park Primary School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

## Implementation

To achieve a well sequenced and cohesive curriculum (where learning is built on progressively year by year), we use KAPOW, as our chosen teaching and learning programme and tailor it to children's needs.

### How the Kapow Scheme of work is organised:

Each year group has five units (six in KS2), with each containing six to eight lessons lasting around 45 minutes.

- Year groups in KS1 and KS2 begin with an introductory lesson to familiarise pupils with RSE & PSHE as a subject and help them create an effective learning environment.
- Pupils end with a transition lesson to prepare them for the changes and challenges of moving to the next year group.

Long term overview can be found here: [M\\_Standard-RSE\\_PSHE-LongTermPlan\\_15.07.24.pdf](#)

The KAPOW programme is informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [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))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

The KAPOW programme is also aligned to the PSHE Association Programmes of Study for PSHE.

### How is KAPOW PSHE organised in school?

The Kapow Primary scheme is a whole school approach that consists of five areas of learning across Key stages 1 and 2.

Key stage 1 and 2:

- Families and relationships - Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.
- Health and wellbeing - Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

- Safety and the changing body - Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,
- Citizenship - Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.
- Economic wellbeing - Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.
- Identity (Y6 only) - Considering what makes us who we are whilst learning about body image.

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

PSHE is taught once a week in every class. All areas are delivered to ensure that knowledge and skills are taught in a developmental and age-appropriate way. In Term 1, more time is spent building pupils' identity in their new class and establishing rules and routines in classrooms.

### **Special Educational Needs**

SEND We recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential. This includes: - Carefully considered scaffolding - Explicit instruction and modelling - Additional targeted adult support

### **Safeguarding**

Staff need to be aware that sometimes disclosures may be made during these sessions, in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, our school safeguarding policy for managing disclosures is followed.

### **External contributors**

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to our PSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Teachers must always be present during these sessions and remain responsible for the delivery of the KAPOW PSHE programme.

### **Impact: monitoring and evaluation**

The PSHE co-ordinator will monitor the impact of the programme through learning walks, work scrutiny and discussions with teaching staff to ensure consistent and coherent curriculum provision. They will also hold discussions with pupils across the school three times a year in order to evaluate the impact of our PSHE programme.

This will scrutinise:

- Children can use taught vocabulary correctly
- Children are able to discuss the impact of the PSHE/RSE lessons on theirs and others lives
- Children can talk about the 'why' behind the learning
- Children can explain how learning builds on previous knowledge
- Our school values can be demonstrated in class and on the playground.

## **The Learning Environment**

In Headley Park our school habits are:

- Be Ambitious
- Be Responsible
- Be Respectful
- Be Safe

We use these rules to ensure a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike. In addition to these rules, each class agrees on 'ground rules' for PSHE lesson, including:

- We use kind and positive words
- We take turns to speak
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## **Science**

Science is taught through the enquiry approach and the following attainment targets cover areas of the PSHE curriculum:

- Science Year 1: identify, name, draw and label the basic parts of the human body, using the correct terminology, and say which part of the body is associated with each sense.
- Science Year 2: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Science Year 3: identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Science Year 5: describe the changes as humans develop to old age.
- Science Year 6: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function, describe the ways in which nutrients and water are transported within animals, including humans.

## **The Whole Curriculum**

We believe that many of the skills and attitudes that we wish to develop through PSHE are taught and demonstrated throughout the day at Headley Park Primary. Pupils will have opportunities to develop their understanding of these issues through:

- School ethos
- Assemblies

- School trips
- Forest Schools activities
- Extra curricular activities
- Classroom and playground rules
- School Council and other areas of responsibility

### **Drug and Alcohol Education**

This policy uses the definition that a drug is ‘A substance people take to change the way they feel, think or behave’ (United Nations Office on Drugs and Crime). The term ‘Drugs’ includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being, such as:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

### **KAPOW Drug and Alcohol Education Content**

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the ‘Safety and the changing body’ unit.

Year 2- Staying safe with medicine

Year 4- Tobacco

Year 5- Alcohol, drugs and tobacco: making decisions

Year 6- Alcohol

As part of our HPPS safeguarding curriculum Year 6 also take part in a drugs awareness workshop alongside a youth worker from the Avon and Somerset constabulary.

### **Relationships and Sex Education (RSE) and statutory duties in school**

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Some aspects of the relationship education curriculum are delivered in KAPOW lessons throughout the year, although these tend to be weighted in the Term 3 and 4 lessons and part of “safety and the changing body” unit.

### **Relationships Education**

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

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

It is important to explain that whilst the “Safety and the changing body” (unit) in KAPOW covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in KAOW e.g. the Family and Relationship unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the safeguarding curriculum.

## **Health Education**

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

Health Education in primary schools will cover ‘Mental wellbeing’, ‘Internet safety and harms’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol and tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing adolescent body’.

It is important to explain that whilst the Health and Wellbeing (unit) in KAPOW covers most of the statutory Health Education, some of the outcomes are taught elsewhere in the KAPOW curriculum.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in KAPOW this is taught through the ‘Safety and the changing body’ unit.

## **Sex Education**

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, ‘Sex Education is not compulsory in primary schools’. (p. 23)

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 Headley Park Primary School, we believe effective Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Sex Education includes:

- Human reproduction

At Headley Park Primary School, puberty is taught as a statutory requirement of Health Education and covered by our KAPOW Programme in the ‘Safety and the changing body’ (unit).

## **Parent/carer right to withdraw**

Parents/carers cannot withdraw their child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. Neither can parents/carers withdraw their child from the statutory Science curriculum.

At Headley Park, Sex Education is an important and essential part of a child’s education and will be taught in a way which is developmentally appropriate for each year group. However, parents and carers do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the PSHE (and Relationships and Health Education) curriculum.

Parents will be informed of the areas of Sex Education being taught during Term 4 before it is taught. If a parent or carer wishes their child to be withdrawn from Sex Education lessons, this request must be given to the Headteacher in writing. Following this, they are expected to formally meet with the Headteacher. During this meeting, they will draw up a plan for how the parents will meet the Sex Education needs of the child.


Through the KAPOW PSHE curriculum parents only have a right to withdraw their child from the below lessons:

*Year 6 - Safety and the changing body*

*Lesson 5: Conception*

*Lesson 6: Pregnancy and birth*

Further detail about what is covered in the KAPOW curriculum can be found here:

 [April-2023-Parental-slides-RSE-1-1 \(2\).pdf](#)

## **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 Headley Park Primary School 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.

## **Monitoring and Review**

The governing body monitors this policy on an annual basis. Governors give serious consideration to any comments from parents about the PSHE 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.