



"Choose the Right Path"

St James' C of E Infant and Nursery School

PSHE, Relationships and Health Education (RHE) Policy

Subject Lead	Mrs Joanne Cocksedge
Policy Approved by	
Name:	Alex Moore
Position:	Headteacher
Signed:	<i>Alex Moore</i>
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1. Statement of intent

St James' Church of England Infant and Nursery School believes that high-quality Personal, Social, Health and Economic (PSHE) education and Relationships and Health Education (RHE) are essential to helping children develop as confident, healthy, safe, respectful and responsible members of their families, school and wider community.

Our curriculum reflects our Christian character and our vision, **"Choose the Right Path"**. We seek to educate the whole child, valuing the development of character, emotional wellbeing, physical health, relationships, resilience, responsibility and respect alongside academic achievement.

From September 2026, our planned PSHE and RHE provision is delivered through the revised Kapow Primary RSE & PSHE scheme, adapted where appropriate to meet the needs of our pupils, our Church of England context and our local community. Kapow's revised scheme has been developed to align with the Department for Education's revised statutory Relationships Education, Relationships and Sex Education and Health Education guidance which came into effect on 1 September 2026.

Our curriculum is inclusive and age-appropriate. It gives children the knowledge and vocabulary they need to understand themselves and others, make safe choices, develop positive relationships, recognise when something is wrong and know how and where to seek help.

2. Statutory framework and policy status

This policy should be read alongside the school's safeguarding/child protection, behaviour and anti-bullying, online safety, equality, SEND, attendance, science, RE and complaints policies, and any relevant diocesan or Church of England guidance.

The Department for Education's revised statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education came into force on 1 September 2026. Schools must have regard to this statutory guidance. In primary education, Relationships Education is compulsory and Health Education is compulsory in state-funded schools. PSHE remains the wider curriculum framework through which the school can deliver statutory Relationships and Health Education alongside other personal development learning.

The school will maintain an up-to-date written policy, make it available to parents and carers, consult parents and carers when developing and reviewing the policy, and clearly explain what pupils will learn and when.

As a Church of England school, teaching will take account of the school's religious character and the religious and cultural backgrounds of pupils. Statutory content will be taught accurately and sensitively while reflecting the school's Christian values.

3. Key roles and responsibilities

The Headteacher and governing body:

- approve this policy and ensure it is implemented effectively;
- ensure the school has regard to the statutory guidance;
- ensure appropriate consultation with parents and carers;
- ensure safeguarding, equality and SEND duties are considered;
- ensure complaints are handled through the school's complaints procedure.

The PSHE/RHE Subject Lead:

- lead the implementation and annual review of the PSHE and RHE curriculum;
- maintain the school's Kapow curriculum overview and progression documentation;
- support staff confidence through guidance, CPD and sharing of good practice;
- monitor coverage, progression, inclusion and the quality of teaching and learning;
- liaise with safeguarding, SEND and pastoral colleagues and with external agencies where appropriate;
- gather pupil, staff and parent feedback and use it to inform improvement.

Teachers and support staff:

- deliver lessons in line with the agreed curriculum and school policy;
- create a safe, respectful environment for discussion;
- adapt teaching to meet individual needs;
- respond appropriately to disclosures and safeguarding concerns;
- model respectful language, behaviour and relationships.

4. Aims of PSHE and RHE

Through PSHE and RHE, pupils will be supported to:

- understand and express a range of emotions and develop strategies for emotional wellbeing;
- develop positive, respectful and caring relationships with family, friends and others;
- recognise that families and caring relationships can take different forms and that all children should be treated with respect;
- understand personal boundaries, privacy, bodily autonomy and how to seek help when they feel unsafe or uncomfortable;
- understand how to keep themselves safe, including online;
- develop healthy habits relating to physical health, hygiene, food, activity, sleep and mental wellbeing;
- understand how people grow and change and develop accurate, age-appropriate vocabulary for their bodies;
- develop independence, resilience, self-esteem and self-worth;
- understand rules, rights, responsibilities, fairness, diversity and their role in the school and wider community;
- develop early understanding of money, work and economic wellbeing where appropriate;
- know how to ask for help and identify trusted adults and appropriate sources of support;
- develop the confidence to make safe, informed and responsible choices.

5. Curriculum organisation and Kapow Primary

PSHE and RHE are taught through the revised Kapow Primary RSE & PSHE scheme for 2026/27, supplemented by responsive teaching, school-wide opportunities and relevant cross-curricular learning. Kapow provides a clear progression from EYFS through primary school and organises learning around areas including My healthy self, Connecting with others, The online world, Staying safe, Growing up and Health protection, with Citizenship also supporting wider personal development.

For Key Stage 1, the Kapow programme includes introductory lessons establishing agreed rules for PSHE/RSE discussion and sequenced units covering emotional and physical health, relationships, online safety, citizenship, growing and changing, health protection and staying safe. The school will use the Kapow long-term plan and statutory mapping documents as the basis for curriculum planning.

Kapow recommends approximately 45 minutes per week for RSE & PSHE. St James' will provide regular discrete curriculum time, with learning reinforced through daily routines, worship, pastoral provision, assemblies, safeguarding work, online safety, science, PE, RE and opportunities arising from school life.

Kapow's revised approach embeds assessment within lessons through discussion, reflection and knowledge-catcher activities, with whole-school tracking used where appropriate.

6. EYFS provision

In Reception, personal, social and emotional development is supported through the Early Years Foundation Stage statutory framework and the school's planned provision. Kapow's EYFS RSE & PSHE materials are used where appropriate to complement this provision.

- Self-regulation – understanding and managing feelings;
- Building relationships – special relationships, family and friends;
- Managing self – wellbeing, independence and taking on challenges.

Learning is embedded through play, routines, adult-led and child-initiated experiences, stories, discussion and modelling. Staff use the children's developmental stage and individual needs to determine the most appropriate language and teaching approach.

7. Teaching methods and learning environment

Lessons are taught in a safe, supportive and respectful environment. At the beginning of the year and when needed, teachers establish class agreements for discussion. These include:

- listening to others and not talking over them;
- using respectful and age-appropriate language;
- allowing others to have different views or experiences;
- avoiding personal disclosures or naming other people in class discussion;
- knowing that a child can choose not to answer a question publicly;
- knowing which trusted adults are available if something discussed causes worry.

Teaching is active and varied and may include discussion, stories, role play, scenarios, videos, practical activities, reflection, drawing, sorting, collaborative work and knowledge-catcher activities. Teachers use professional judgement to answer questions honestly, accurately and at an age-appropriate level. Questions that require a more individual or safeguarding response are followed up outside the lesson.

8. Inclusion, equality and adaptation

All pupils are entitled to high-quality PSHE and RHE. Teaching will be adapted to take account of age, developmental stage, prior knowledge, SEND, communication needs, English as an additional language, cultural and religious context and individual circumstances.

Reasonable adjustments will be made for pupils with SEND and additional needs.

- Teachers will use accessible language, visual supports, modelling and repetition where appropriate.

- Where children require a different level of support, the school will work with parents/carers and relevant professionals.
- Teaching will promote equality, dignity, respect and inclusion and will not discriminate on the basis of protected characteristics.
- Children will be taught to respect difference and diversity while maintaining the school's Christian ethos and values.

9. Sensitive and age-appropriate teaching

The school recognises that PSHE and RHE can include sensitive subjects. Content is sequenced so that pupils receive foundational knowledge before more complex concepts. The school follows the statutory guidance and the Kapow progression, while adapting delivery to the needs and maturity of each cohort.

In Key Stage 1, the 'Growing up' strand includes learning about growing and changing, body boundaries, privacy, respectful behaviour and trusted adults. It does not constitute a programme of secondary-style sex education. Any additional sex education beyond statutory Science content would require a clear curriculum decision, consultation with parents and carers, and an explicit policy statement.

Where teaching involves potentially sensitive material, staff will use the approved Kapow resources and school guidance, avoid unnecessary personalisation, and ensure safeguarding procedures are followed.

10. Parent and carer engagement

Parents and carers are the first educators of their children in matters of relationships, health and wellbeing. The school will work openly and respectfully with families.

- Parents and carers will be consulted when this policy is developed or reviewed.
- The policy will be available on the school website and free copies will be provided on request.
- Parents and carers will be given clear information about the curriculum, including the broad content and when topics are taught.
- Where appropriate, the school will share information about resources and provide opportunities for parents/carers to ask questions.
- Feedback from pupils, parents/carers and staff will inform curriculum review.

11. Parental right to withdraw

There is no right to withdraw a child from statutory Relationships Education or Health Education. These areas are considered essential to children's safety, wellbeing and development.

Primary schools may choose to teach additional sex education. Where a primary school does so, parents have a right to request that their child be excused from that additional sex education, other than sex education contained within the statutory

Science curriculum. The school will follow the procedure set out in the DfE statutory guidance and discuss requests with parents/carers as appropriate.

At St James' Infant and Nursery School, the planned EYFS and Key Stage 1 Kapow provision focuses on statutory Relationships and Health Education and age-appropriate learning about growing, bodies, privacy, boundaries and safety. The school does not intend to provide a separate programme of additional sex education beyond the statutory Science curriculum unless this policy is formally amended following consultation.

12. Safeguarding, confidentiality and trusted adults

Every PSHE and RHE lesson reinforces that pupils can speak to a trusted adult if they have a worry or question. Trusted adults may include the class teacher, teaching assistant, designated safeguarding staff, Headteacher or another appropriate member of staff.

Pupils are told that adults cannot promise absolute confidentiality. If a pupil shares information that suggests they or another person may be at risk of harm, staff must follow the school's safeguarding and child protection procedures.

External visitors or agencies may contribute where their expertise adds value. Any external contributor must be approved by the school, briefed on safeguarding expectations and supervised by a member of school staff.

13. Timetabling and wider curriculum links

PSHE and RHE are taught through discrete planned lessons and reinforced across school life. Teachers make appropriate links with:

- Science – including statutory learning about the human body, growth and reproduction where applicable;
- Computing and online safety;
- PE and physical health;
- RE and the school's Christian values;
- English, stories and oracy;
- collective worship and reflection;
- school council, pupil voice and wider community activities;
- behaviour, safeguarding, anti-bullying and pastoral support.

The school seeks to avoid unnecessary duplication while ensuring statutory content is covered securely and progressively.

14. Assessment, monitoring and evaluation

Assessment in PSHE and RHE is primarily formative. Teachers assess learning through questioning, discussion, observation, practical activities, pupil reflection and Kapow knowledge-catcher activities. The purpose is to identify understanding, misconceptions and next steps rather than to create high-stakes grades.

The Subject Lead monitors curriculum coverage and progression.

- Lesson visits, book/work scrutiny, planning reviews and pupil voice are used to evaluate provision.
- Staff feedback and professional discussion inform improvements.
- Parents/carers may be invited to contribute feedback.

The policy and curriculum are reviewed annually or sooner if statutory guidance or school circumstances change.

15. Remote/digital learning

Where remote or blended learning is required, PSHE and RHE activities may be provided through the school's approved digital platforms. Activities will be age-appropriate, safeguarding-conscious and linked to the planned curriculum. Staff will avoid requiring children to disclose sensitive personal information online and will follow the school's remote learning, safeguarding and online safety procedures.

16. Review and approval

This policy was updated in September 2026 to reflect the revised DfE statutory RSHE guidance effective from 1 September 2026 and the school's adoption of the revised Kapow Primary RSE & PSHE scheme.

The policy will be reviewed annually, or earlier where there are changes to statutory guidance, safeguarding requirements, the school's curriculum, or the Kapow scheme.

Appendix 1: Kapow Primary curriculum overview

The following overview reflects the revised Kapow Primary RSE & PSHE provision available for 2026/27. Teachers should use the school's current Kapow long-term plan and curriculum portal as the working document, as units and supporting materials may be updated.

Phase/year	Key Kapow areas	Examples of learning
EYFS / Reception	Self-regulation; Building relationships; Managing self	Feelings, family and friends, wellbeing, independence and taking on challenges.
Year 1	My healthy self; Connecting with others; The online world; Citizenship; Health protection; Staying safe	Emotions, friendships, online safety, helping others, health, hazards and seeking help.
Year 2	My healthy self; Connecting with others; The online world;	Physical and mental wellbeing, caring relationships, online safety,

	Citizenship; Growing up; Staying safe	community, growth, body boundaries and staying safe.
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Appendix 2: Statutory Relationships and Health Education coverage

The statutory guidance requires primary pupils to receive Relationships Education and, in state-funded schools, Health Education. The school uses Kapow's 2026 statutory mapping alongside the DfE guidance to check coverage and progression.

- Families and people who care for me – family life, caring relationships, respect for differences and recognising when relationships feel unsafe.
- Caring friendships – characteristics of friendships, kindness, support, resolving disagreements and recognising when behaviour is unkind or unsafe.
- Respectful relationships – respectful behaviour, manners, permission, personal boundaries, privacy and responding appropriately to others.
- Online relationships – safe and respectful online behaviour and recognising risks and how to seek help.
- Being safe – recognising risk, trusted adults, how to ask for help and how to respond when something feels unsafe.
- Mental wellbeing – feelings, emotional wellbeing, managing difficulties and knowing where to seek support.
- Internet safety and harms – safe use of digital technology and recognising potentially harmful or upsetting content.
- Physical health and fitness – healthy habits, activity and factors that support physical wellbeing.
- Healthy eating – healthy choices and the importance of a balanced approach to food and nutrition.
- Facts about drugs, alcohol and other substances – age-appropriate safety learning in line with the statutory framework.
- Health protection – hygiene, prevention of illness and injury, medical help and basic first aid.
- Changing adolescent body / growing and changing – age-appropriate preparation for physical development and puberty, following the school's planned progression.

The precise lesson-level mapping is maintained through the school's Kapow curriculum documents rather than reproduced in full in this policy.

Key external guidance and curriculum resources

Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised guidance effective 1 September 2026.

Kapow Primary: revised RSE & PSHE scheme and statutory guidance mapping for 2026/27.