

Henleaze Junior School and



Henleaze Infant School

PSHE (Personal, Social, Health and Economic Education) including Relationships and Sex Education and Health Education Policy

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Aims of PSHE education:

At Henleaze Infant School and Henleaze Junior School, PSHE education aims to equip children with the knowledge, values, and skills they need to lead confident, healthy, and independent lives, and to become respectful, responsible members of society. Through a broad range of experiences both in and beyond the classroom, pupils develop self-awareness, build positive relationships, and take responsibility for their personal growth. PSHE encourages them to reflect on their development, understand the challenges of growing up, and appreciate diversity, preparing them to contribute meaningfully to school and wider community life.

At Henleaze Infant School and Henleaze Junior School we deliver PSHE using the *Kapow Primary* scheme, which is structured around three core themes: **Health and Wellbeing**, **Relationships**, and **Living in the Wider World**, alongside class 'circle time' sessions and school assemblies. The Kapow

Programme meets all the outcomes in the updated PSHE Association Programmes of Study, 2020 and the Relationships and Sex Education (RSE), and Health Education (DfE, 2025).

PSHE Objectives:

Kapow Primary will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Value a diversity of family structures.
- Create and maintain positive friendships.
- Develop safe and respectful relationships.
- Understand the changes that take place during puberty.
- Promote good health and carry out first aid.
- Learn to make independent choices and not be influenced by others.
- Operate safely in today's online world.

How is Kapow organised at Henleaze Infant School and Henleaze Junior School?

Kapow covers all areas of PSHE for the primary phase

EYFS

Term	Unit	Content coverage
Autumn	Self-regulation	My Feelings - learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions
	Building Relationships	Special Relationships - learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individuals and explore diversity through thinking about similarities and differences.
Spring	Managing Self	Taking on Challenges - understanding why we have rules, the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practice 'grounding' coping strategies, and learning new skills that will help them show resilience and perseverance in the face of challenge.
	Self-Regulation	Listening and Following Instructions - learning why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.
Summer	Building Relationships	My Friends and Family - Learning how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.

	Managing Self	My Wellbeing - learning how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.
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Key Stage 1 and 2

Term	Unit	Content coverage
Autumn	Families and relationships	Developing the skills to build respectful relationships, respond appropriately to conflict and bullying, and recognise the importance of challenging stereotypes and the diversity of family life.
	Health and wellbeing	Exploring strategies to support both mental and physical wellbeing, including healthy eating, relaxation techniques, sun safety, immunisations, and the benefits of sleep.
Spring	Safety and the changing body	Learning how to administer basic first aid, recognising and managing risks, understanding safety around medicines, online road and rail environments, as well as the physical and emotional changes that take place during puberty and the effect of peer influence and pressure.
	Citizenship	Learning about human rights and the rights of the child, democracy, diversity and community and protecting the environment.
Summer	Economic wellbeing	Learning how to make informed decisions about spending, saving, and budgeting money, while also exploring a range of career options and future aspirations.
	Identity (Year 6 only)	Reflecting on the factors that make us who we are while exploring ideas around body image and self-esteem.

Each area of the *Kapow Primary* scheme is revisited to build on prior learning, offering a progressive programme aligned with statutory Relationships and Health Education requirements. Where it extends beyond these, particularly in Citizenship and Economic Wellbeing, it follows the PSHE Association Programme of Study.

Link to the Kapow progression taught can be found on our school website [here](#)

Resources used outside Kapow include books within our Literature Spine as well as some picture books in classes and assemblies. These are consistent with our school values and the aims of this policy. **See Appendix 1**

‘Circle time’ approach

At Henleaze Infant School and Henleaze Junior School, discussion in ‘Circle Time’ plays a key role in our PSHE curriculum. ‘Circle time’ provides a safe and inclusive environment where everyone’s voice is valued. Pupils explore topics related to friendships, empathy, and conflict resolution. This method

helps build stronger relationships, improve communication, and create a positive school culture. It also supports the development of emotional regulation, self-awareness, and respect for diversity. 'Circle time' is incorporated into the school timetable, with sessions tailored to meet the specific needs of each class.

Sex education

Relationships Education is compulsory in primary schools. Sex Education is non-statutory in primary schools, but we believe it is important for children to learn about this important aspect of relationships. They learn about their bodies and how they change as they grow. We provide a safe environment in which they can talk about their feelings and ask questions. Key units on Relationships, Safety, and Health and Wellbeing are taught early in the year to allow time for any questions or important discussions to continue in terms 5 and 6, especially for our Year 6 cohort. Sex education, as per DfE recommendations, is covered in Year 6.

The Learning Environment and Handling Questions

Establishing a safe, naturally inclusive positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. In key stage 1 and 2, there is an introductory lesson at the start of each year group which provides the opportunity for children and teachers to negotiate ground rules for the lessons. These introductory lessons can then be referred to throughout the year to create a safe, open learning environment which reflects the lived experience of the people in our community and which focuses on a strong sense of belonging.

We will foster a safe environment where pupils can ask questions. Questions that fall outside the taught curriculum, or relate to areas from which a pupil has been withdrawn, will be handled by:

- Responding in a sensitive, age-appropriate, and factual manner where suitable.
- Deferring questions to a later stage if outside the curriculum or the pupil's provision.
- Avoiding personal opinions or explicit information beyond the agreed curriculum.
- Referring pupils to parents or carers for guidance where appropriate.

Staff will receive guidance and training to ensure consistent and appropriate handling of such questions.

Equal opportunities and Inclusion

The scheme supports the Equality Act by promoting understanding of diverse families, challenging stereotypes, and celebrating differences. Our PSHE teaching fosters important attitudes for all children, such as independence, perseverance, responsibility and self-esteem. We teach the children about the protected characteristics of race, religion, age, disability, sex and sexual orientation, and explain that families come in 'all shapes and sizes'.

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.

Adaptive teaching/SEND

Kapow is a whole-school approach, with all year groups focusing on the same theme simultaneously. Inclusivity is part of its philosophy. It integrates PSHE, emotional literacy, social skills, and spiritual development, using varied teaching strategies to cater to different learning styles.

Teachers will need, as always, to tailor each lesson to meet the needs of the children in their classes with built-in adapted teaching to challenge advanced learners and support those who need it. Lessons include stories, scenarios, and video clips that explore real-life and current topics in a supportive environment, alongside role-play activities to help children navigate scenarios that they may find themselves in.

Safeguarding

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case, the school's safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after a session. 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.

Drug and Alcohol education

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 of Kapow:

Year Group	Lesson Number and Name	Lesson content
Y4	Lesson 8: Tobacco.	Looking at the risks of smoking and beginning to understand the benefits of being a non-smoker.
Y5	Lesson 7: Alcohol, drugs and tobacco: Making decisions.	To begin to understand the influence others have on us and how we can make our own decisions.
Y6	Lesson 1: Alcohol	Learning about drinking responsibly and the risks associated with the overconsumption of alcohol

Relationship, Sex and Health Education (RSHE)

RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE supports children's wellbeing, safeguarding, and preparation for life and relationships. It helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. RSHE is taught by **class teachers**, who know their pupils well and are best placed to deliver the subject in a safe, sensitive and age-appropriate way.

State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil wellbeing (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 Terms 3 & 4 lessons and part of the unit "Safety and The Changing Body".

Relationships Education

Relationships Education in primary schools will cover 'Family and Relationships', 'Caring Friendships', 'Respectful Relationships', 'Online Relationships', and 'Being Safe'. In Kapow, relationships will be covered in the 'Family and Relationships' unit which includes 'learning how to form respectful relationships with others', 'deal with conflict and bullying' and 'the importance of challenging stereotypes', 'setting and respecting personal boundaries', 'recognising unsafe online or offline relationships' and 'how to seek help when something feels wrong'.

Health Education

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'. In Kapow, health education will be covered in the 'Health and wellbeing' unit. The children will learn strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep. They also cover the unit 'safety and the changing body'. In this unit, children will learn how to administer first aid in a variety of situations, and about safety around medicines, being safe online in today's context and road safety. It also covers the changes which occur during puberty. Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance.

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 Henleaze Infant School and Henleaze Junior School, we believe that effective RSE 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. We believe children should understand the facts about puberty and human reproduction before they leave primary school.

Our School Ethos and Values in Relation to RSHE

At Henleaze Infant School and Henleaze Junior School, our approach to RSHE is rooted in our school vision and values. We are committed to enabling every child to be self-confident, to thrive academically, and to build strong, respectful relationships with others. Through our RSHE curriculum, we aim to help pupils treat themselves and others with kindness, develop empathy, and understand the importance of positive and healthy relationships.

Our RSHE provision supports our shared values of **Respect, Curiosity, Ambition and Community**:

- **Respect** – by helping pupils to value themselves and others, recognise diversity, and show care and consideration in all relationships.
- **Curiosity** – by encouraging pupils to ask questions, seek understanding, and learn about themselves and the wider world in a safe, age-appropriate way.
- **Ambition** – by equipping children with the knowledge and confidence to make informed, responsible choices that enable them to thrive personally and academically.
- **Community** – by fostering a sense of belonging, collaboration and shared responsibility for the wellbeing of others within our school and beyond.

Aligned with the Cathedral Schools Trust mission to *'Break barriers, achieve excellence; open minds, expand choices; and empower the next generation of changemakers,'* we aim to provide an RSHE curriculum that is inclusive, empowering and relevant. Through high-quality teaching and inspiring enrichment opportunities, we help pupils develop the resilience, creativity and resourcefulness they need to navigate an ever-changing world.

Parent/Carer Right to Withdraw

At Henleaze Infant School and Henleaze Junior School, 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/ 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. At Henleaze Infant School the sex education content (naming body parts) falls under the statutory science curriculum.

Parents/ carers will be informed about the RSHE content that is coming up prior to it being taught. This is presented in a letter alongside the curriculum material. The curriculum material will also be available on the website. Parents/ carers have the opportunity to ask questions after this has been sent out. If a parent or carer wishes their child to be withdrawn from sex education lessons, this request must be given in writing to the Headteacher.

The Kapow primary scheme of work includes two Year 6 lessons in which parents have the opportunity to withdraw their children from all/part of the lesson: **Safety and the changing body: Lesson 5: Conception** and **Lesson 6: Pregnancy and birth**. No other year groups have any lessons which parents can withdraw their children from.

It is worth noticing that the National Curriculum for Science requires children to know how mammals reproduce. This subject knowledge will therefore be taught within our Science curriculum. Due to this, we feel that it is important that children receive both elements of the curriculum; however, we understand that it is parental choice.

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.

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 facilitate pupil voice through planned conferencing in order to evaluate the impact of our PSHE and RSHE programme.

Please see the Kapow [guidance for parents](#) to find out more.

Policy Development, Approval and Review

This PSHE policy has been developed in consultation with staff, governors, pupils, and parents to ensure the policy reflects the values and needs of our school community.

The policy has been reviewed and approved by the Local Governing Body on behalf of the schools' leadership team.

The PSHE lead and senior leadership team will review this policy annually or sooner if there are significant changes to statutory guidance or the school's curriculum.

Appendix 1:

The texts within the CUSP Literature Spine can be found on our [curriculum page](#) on the school website.