



# PSHE & RSHE

## St Michael's Easthampstead CE Primary School

At St Michael's we are a community of active learners who **go above and beyond** in everything we do, equipping ourselves to make a difference in our own lives and in the lives of others.

<b>Policy Name</b>	PSHE
<b>Brief Description:</b>	This policy sets out the school's approach to teaching and learning of Personal, Social and Health Education.
<b>Status: Statutory/non-statutory</b>	Non-Statutory & Statutory
<b>Other related policies and procedures:</b>	Equality Relationships and Sex Education
<b>Approval level: HT/Governors/FGB</b>	HT
<b>Approved by the Governing Board on:</b>	
<b>Frequency to be reviewed</b>	Annually
<b>Latest Date for Next Review:</b>	December 2025
<b>Version + Schedule of Amendments:</b>	Version 3 Updated to reflect change to Kapow scheme
<b>Signed:</b>	
<b>Position:</b>	
<b>Date of Signature:</b>	December 2024

## CONTEXT:

As a community of active learners, we at St Michael's Easthampstead CE Primary School are committed to providing our children with the knowledge and skills they require for keeping themselves safe and healthy as they grow. Our PSHE & RSHE curriculum is a fundamental part of this commitment.

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.

In 2020, Relationships and Sex Education was made compulsory for all secondary school pupils in England and Health Education compulsory for all pupils in state-funded schools.

## PSHE curriculum

At St Michael's Easthampstead CE Primary School, we teach Personal, Social, Health Education, as well as Relationships and Sex Education, as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

To ensure progression and a spiral curriculum, we are committed to providing a broad, discussion-based Personal, Social, Health, and Economic (PSHE) education that prepares our children for the challenges of today and tomorrow. Our curriculum, based on the Kapow scheme, aims to create an ethos of trust and respect within the school community. We want all members of our school community to develop their resilience, independence and confidence, and learn to take responsibility for making the most of their abilities. Our children are encouraged to engage in decision making around the school, and our discussion-based curriculum in PSHE and RSHE encourages our children to express their thoughts and opinions on a wide range of contemporary issues in life in the UK and beyond today. We want to see our children play an active part in, and contribute to, our school and wider community.

The aims of St Michael's PSHE and RSHE curriculum are linked to our wider SMSC aims and are to give children the opportunity to:

- Become successful, independent life-long learners who enjoy progressing on their emotional and academic journey.
- Develop a knowledge, understanding and appreciation of their own beliefs and culture, and those of others.
- Make informed decisions and judgements on spiritual, moral, social and cultural issues based on an appreciation of their own and others' rights and responsibilities.
- Grow as caring, collaborative and responsible citizens who can make a positive contribution to their own society and the wider global community.
- Extend their understanding of economic well-being and healthy life styles.
- Develop a sense of resilience and perseverance in tackling real-life issues.

Our Kapow-based PSHE and RSHE curriculum is designed to:

1. Promote Personal Development: Equip our children with the knowledge, skills, and attributes they need to thrive as individuals and members of both our school community and wider society.
2. Support Wellbeing: Foster emotional literacy and resilience, encouraging students to manage their own wellbeing and support others around them.
3. Encourage Healthy Relationships: Teach our children about relationships, respect, consent, and boundaries, ensuring they understand how to build healthy, positive interactions both in and outside of school.
4. Prepare for Future Opportunities: Provide insights into the world of work, financial literacy, and understanding citizenship to empower students to make informed decisions in their lives.
5. Embed British Values: Promote values such as democracy, the rule of law, individual liberty, and mutual respect, reflecting the diverse society in which we live. This links closely to the promotion of, and living by, our school Values and Ethos, based around the parable of the Good Samaritan.

This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework and values promoted by SIAMS, 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, Health and Sex Education

At St Michael’s Easthampstead CE 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.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. Please refer to St Michael’s Easthampstead’s policy document for Relationships, Health and Sex Education which complements this PSHE policy.

The mapping document: RSE & PSHE Statutory guidance mapping document (Kapow), shows exactly how the Kapow scheme and therefore our school, meets the statutory Relationships and Health Education requirements. The mapping document: RSE & PSHE Mapping to the PSHE Association’s Programme of study also shows how the Kapow scheme, and therefore our school, ensures it meets the association’s best practice for it’s core themes of Health and Wellbeing, Relationships and Living in the Wider World.

The Kapow programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported with guidance documents, resources, links and CPD.

Our PSHE policy is informed by existing DfE and SIAMS 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](#)

- [Statutory Inspection of Anglican and Methodist Schools \(SIAMS\)](#) Church of England guidance for the inspection of 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))
- [New RSHE guidance: What it means for sex education lessons in schools](#) (provides updates in 2024 linked to the wider 2020 RSE update and the 2023 review)

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/ RSE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each half term and these are taught across the school; the learning deepens and broadens every year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
→ KS1 & KS2	<b>Family and relationships</b>	<b>Citizenship</b>	<b>Health and wellbeing</b>	<b>Safety and the changing body</b>	<b>Economic wellbeing</b>	<b>School Transitions/ Identity</b>
<b>R</b> (ELG's)	<b>ELG: Self-regulation</b> Self-regulation: My feelings	<b>ELG: Self-regulation</b> Self-regulation: Listening and following instructions	<b>ELG: Managing self</b> Managing self: Taking on challenges	<b>ELG: Building relationships</b> Building relationships: Special relationships	<b>ELG: Building relationships</b> Building relationships: My family and friends	<b>ELG: Managing self</b> Managing self: My wellbeing
<b>1</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• What is family?</li> <li>• What are friendships?</li> <li>• Family and friends help and support each other</li> <li>• Making friends</li> <li>• Friendship problems</li> <li>• Healthy Friendships</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Caring for others: Animals</li> <li>• The needs of others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Similar, yet different</li> <li>• Belonging</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Democratic decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Ready for bed</li> <li>• Relaxation</li> <li>• Hand washing &amp; personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Making a call to the emergency services</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Introduction to money</li> <li>• Looking after money</li> <li>• Banks and building societies</li> <li>• Saving and spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs in school</li> </ul>	<p><b>Transition Days</b></p> <ul style="list-style-type: none"> <li>• Moving to my next year group</li> <li>• Meeting my new teacher</li> <li>• What is the same?</li> <li>• What is different?</li> <li>• All about me</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Families offer stability and love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Unhappy friendships</li> <li>• Valuing me</li> <li>• Manners &amp; courtesy</li> <li>• Loss and change</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rules beyond school</li> <li>• Our school environment</li> <li>• Our local environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Job roles in our local community</li> <li>• Similar yet different: My local community</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Giving my opinion</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets and surprises</li> <li>• Appropriate contact</li> <li>• Road safety</li> <li>• Drug education</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Where money comes from</li> <li>• Needs and wants</li> <li>• Wants and needs</li> <li>• Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs</li> </ul>	<p><b>Transition Days</b></p> <ul style="list-style-type: none"> <li>• Moving to my next year group</li> <li>• Meeting my new teacher</li> <li>• What is the same?</li> <li>• What is different?</li> <li>• All about me</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Healthy families</li> <li>• Friendships - conflict</li> <li>• Effective communication</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotyping</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Rights of the child</li> <li>• Rights and responsibilities</li> </ul> <p><b>Recycling</b></p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Local community groups</li> <li>• Charity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Local democracy</li> <li>• Rules</li> </ul>	<ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Relaxation</li> <li>• Who am I?</li> <li>• My superpowers</li> <li>• Breaking down barriers</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe out and about</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Ways of paying</li> <li>• Budgeting</li> <li>• How spending affects others</li> <li>• Impact of spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Jobs and careers</li> <li>• Gender and careers</li> </ul>	<p><b>Transition Days</b></p> <ul style="list-style-type: none"> <li>• Moving to my next year group</li> <li>• Meeting my new teacher</li> <li>• What is the same?</li> <li>• What is different?</li> <li>• All about me</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect &amp; manners</li> <li>• Healthy friendships</li> <li>• My <b>behaviour</b></li> <li>• Bullying</li> <li>• Stereotypes</li> <li>• Families in the wider world</li> <li>• Loss and change</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• What are human rights?</li> <li>• Caring for the environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Community groups</li> <li>• Contributing</li> <li>• Diverse communities</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Local <b>councillors</b></li> </ul>	<ul style="list-style-type: none"> <li>• Diet and dental health</li> <li>• <b>Visualisation</b></li> <li>• Celebrating mistakes</li> <li>• My role</li> <li>• My happiness</li> <li>• Emotions</li> <li>• Mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Online restrictions</li> <li>• Share aware</li> <li>• Basic first aid</li> <li>• Privacy and secrecy</li> <li>• Consuming information online</li> <li>• The changing adolescent body (puberty)</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Spending choices/ value for money</li> <li>• Keeping track of money</li> <li>• Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Influences on career choices</li> <li>• Jobs for me</li> </ul>	<p><b>Transition Days</b></p> <ul style="list-style-type: none"> <li>• Moving to my next year group</li> <li>• Meeting my new teacher</li> <li>• What is the same?</li> <li>• What is different?</li> <li>• All about me</li> </ul>

5	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Build a friend</li> <li>• Resolving conflict</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Breaking the law</li> <li>• Rights and responsibilities</li> <li>• Protecting the planet</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Contributing to the community</li> <li>• Pressure groups</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Parliament</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Taking responsibility for my feelings</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Identifying online dangers</li> <li>• The changing adolescent body (puberty, including menstruation)</li> <li>• First aid</li> <li>• Drug education</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Borrowing</li> <li>• Income and expenditure</li> <li>• Risks with money</li> <li>• <del>Prioritising</del> spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• Stereotypes in the workplace</li> </ul>	<p><b>Transition Days</b></p> <ul style="list-style-type: none"> <li>• Moving to my next year group</li> <li>• Meeting my new teacher</li> <li>• What is the same?</li> <li>• What is different?</li> <li>• All about me</li> </ul>
6	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect</li> <li>• Developing respectful relationships</li> <li>• Stereotypes</li> <li>• Bullying</li> <li>• Being me</li> <li>• Loss and change</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Food choices and the environment</li> <li>• Caring for others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• Prejudice and discrimination</li> <li>• Valuing diversity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• National democracy</li> </ul>	<ul style="list-style-type: none"> <li>• What can I be?</li> <li>• Mindfulness</li> <li>• Taking responsibility for my health</li> <li>• Resilience toolkit</li> <li>• <del>Responsibility</del></li> <li>• Health concerns</li> <li>• Creating habits</li> <li>• The effects of technology on health</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs alcohol &amp; tobacco</li> <li>• First aid</li> <li>• Critical digital consumers</li> <li>• Social media</li> <li>• The changing adolescent body (puberty, conception, birth)</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>• Attitudes to money</li> <li>• Keeping money safe</li> <li>• Gambling</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>• What jobs are available</li> <li>• Career routes</li> </ul>	<p><b>Transition Days</b></p> <ul style="list-style-type: none"> <li>• Moving to my new school</li> <li>• Visiting my new school</li> <li>• What is the same?</li> <li>• What is different?</li> <li>• All about me</li> <li>• Revisit units from across the year</li> </ul>

**Summer 2 – Transition activities for all year groups. Y6-specific transitions re secondary school/ revisit units from across the year.**

At St Michael’s Easthampstead CE Primary School, School we allocate 45-60 minutes to PSHE/ RSHE each week in order to teach the PSHE/ RSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Class Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.

Class teachers deliver the weekly lessons to their own classes.

### Monitoring and Review

The governing body monitors this policy on an annual basis. The governing body 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 St Michael’s Easthampstead CE 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. We recognise that parents have the right to withdraw their child from the Sex Education lessons in the curriculum but hope that with careful consideration of the content and discussion

with staff any concerns may be alleviated. All children are required to attend the relationships lessons which are mandated by the legislation.

## Appendix:

### Kapow Progression of Skills and Curriculum Mapping

For additional Kapow information, see the following documents on Teams:

- [RSE & PSHE Statutory guidance mapping document](#)
- [RSE & PSHE Progression of knowledge and skills: Subject leader overview EYFS - Year 6](#)
- [RSE & PSHE Mapping to the PSHE Association's Programme of study](#)