



Burbage Primary School
PSHE (Personal, Social and Health Education)
and RSE Policy

Date of approval:
February 2026

Approved by:
Academy Committee

Review date:
January 2027



Rationale

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

Burbage Primary School provides 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.

At Burbage 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. The Kapow Programme 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 rationale for teaching the statutory part of the RSE curriculum within our PSHE programme comes from Secretary of State Guidance 2019.

"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...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"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."

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5



Aims

At Burbage 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.

To ensure progression and a spiral curriculum, we use Kapow, as our chosen teaching and learning programme and tailor it to your children's needs.

At Burbage Primary School we teach Relationship and Sex Education as set out in this combined policy.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the Trust collated all relevant information including national and local guidance in order to draft a model policy
2. The Education Scrutiny Committee approved the policy in principle, on the understanding that the policy would be adapted by individual academies, in order to reflect its particular situation and foundation status.
3. Governor consultation – governors were invited to respond to the draft policy and make recommendations.
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
5. Parent/stakeholder consultation – parents and any interested parties were invited to respond to the draft policy
6. Pupil consultation – pupils were asked what they wanted from their RSE
7. Approval – once amendments were made, the policy was shared with governors and approved



Curriculum

At Burbage Primary School we allocate weekly assembly time to PSHE each week to allow our class teacher to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced, through positive relationships namely 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.

Kapow covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning themes for the entire PSHE year, It also shows where the 'Safety and Changing Body' the specific RSE part of our scheme fits into the overall scheme. Content is taken from Year 2 but the termly themes are the same for every year group.

Our RSE curriculum is taught specifically in the Summer Term 1 and Summer Term 2. By this time the classes are equipped to learn the specific elements covered in the RSE framework. This framework is set out in Appendix 1 and Appendix 2, but we may need to adapt it, as and when necessary. Adaptations will be reported to parents and Appendix 1 and 2 will be amended accordingly.

The curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Delivery of the RSE Curriculum

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively



that some children may have a different structure of support around them (for example: looked after children or young carers).

It is important to explain that whilst the 'Safety and Changing Body' in Kapow is designed to be a stand-alone unit which covers most of the statutory Relationships Education. However, some of the outcomes are also taught elsewhere in Kapow scheme. Our 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 curriculum.

For more information about our RSE curriculum, see Appendices 1 and 2.

Roles and Responsibilities

The Education Scrutiny Committee

The ESC will approve the model policy in principle. The policy will then be adapted by each academy so that it can reflect its own particular situation and foundation status.

The Local Governing Body (LGB)

The LGB will have final approval of the PSHE / RSE policy, and hold the Principal to account for its implementation.

The Principal

The Principal is responsible for ensuring that PSHE / RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see the relevant section).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Mr Evans is the Subject Lead.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.



Parents have the right to withdraw their children from the non-statutory components of sex education within RSE i.e. areas of the sex education that are also covered by the National Curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by the Principal through: planning scrutinies, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the LGB annually. At every review, the policy will be approved by the LGB and published on our website.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Safety and Changing Body' strand.

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

Policy Review

This policy is reviewed annually

| | Signed Headteacher | Signed Chair of Governors |
|----------------------|--|---------------------------|
| Date of review: | <i>ZSCutt</i> 15 th January 2026 | |
| Date of next review: | January 2027 | |



Appendix I Curriculum overview

| | Introductory lesson | Unit 1 | Unit 2 | Unit 3 Taught in term 5 | Unit 4 | Unit 5 | Unit 6 |
|--|--|-------------------------------|---|-------------------------------------|---|---|-----------------------------|
| | | Self-regulation: My feelings | Building relationships: Special relationships | Managing self: Taking on challenges | Self-regulation: Listening and following instructions | Building relationships: My family and friends | Managing self: My wellbeing |
| | Y1 Introduction: Setting ground rules for RSE & PSHE | Y1 Families and relationships | Y1 Health and wellbeing | Y1 Safety and the changing body | Y1 Citizenship | Y1 Economic wellbeing | Y1 Transition lesson |
| | Y2 Introduction: Setting ground rules for RSE & PSHE lessons | Y2 Families and relationships | Y2 Health and wellbeing | Y2 Safety and the changing body | Y2 Citizenship | Y2 Economic wellbeing | Year 2: Transition lesson |
| | Introduction: Setting ground rules for RSE & PSHE lessons | Y3 Families and relationships | Y3 Health and wellbeing | Y3 Safety and the changing body | Y3 Citizenship | Y3 Economic wellbeing | Year 3: Transition lesson |
| | Introduction: Setting ground rules for RSE & PSHE lessons | Y4 Families and relationships | Y4 Health and wellbeing | Y4 Safety and the changing body | Y4 Citizenship | Y4 Economic wellbeing | Year 4: Transition lesson |
| | Introduction: Setting ground rules for RSE & PSHE lessons | Y5 Families and relationships | Y5 Health and wellbeing | Y5 Safety and the changing body | Y5 Citizenship | Y5 Economic wellbeing | Year 5: Transition lesson |
| | Introduction: Setting ground rules for RSE & PSHE lessons | Y6 Families and relationships | Y6 Health and wellbeing | Y6 Safety and the changing body | Y6 Citizenship | Y6 Economic wellbeing | Year 6: Transition lesson |

Appendix 2 RSE Curriculum Coverage Overview

| | |
|---------------|---|
| EYFS | <p><u>Managing self: Taking on challenges</u></p> <p>6 lessons</p> |
| Unit 3 | <p>In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p> |
| Unit 3 | <p><u>Y1 Safety and the changing body</u></p> <p>9 lessons</p> <p>Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe</p> |



| | |
|---------------|--|
| Unit 3 | <p><u>Y2 Safety and the changing body</u></p> <p>10 lessons</p> <p>Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.</p> |
| Unit 3 | <p><u>Y3 Safety and the changing body</u></p> <p>9 lessons</p> <p>Learning <u>about</u>: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence</p> |
| Unit 3 | <p><u>Y4 Safety and the changing body</u></p> <p>9 lessons</p> <p>Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma</p> |
| Unit 3 | <p><u>Y5 Safety and the changing body</u></p> <p>8 lessons</p> <p>Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.</p> |
| Unit 3 | <p><u>Y6 Safety and the changing body</u></p> <p>9 lessons</p> <p>Learning <u>about</u>: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with <u>alcohol</u> and how to administer first aid to someone who is choking or unresponsive.</p> |



Appendix 3 Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS | | | |
|--|--|-------|--|
| Name of child | | Class | |
| Name of parent | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|--|
| Agreed actions from discussion with parents | |