



Overstone Combined School

PSHE & RSE policy September 2026

Updated: September 2026

To be reviewed: September 2027 or sooner if appropriate

1. Introduction and Context

At Overstone Combined School, we are committed to providing a broad, balanced and relevant curriculum which supports children to develop the knowledge, skills, attitudes and understanding they need to thrive both now and in the future.

Our school values underpin all aspects of school life:

- **Kindness – We show kindness**
- **Respect – We show respect**
- **Effort – We try our hardest**
- **Listen – We listen**

These values are particularly important within PSHE and RSE. Through our curriculum, pupils are encouraged to understand themselves, develop positive and respectful relationships, make safe and informed choices, care for their physical and mental wellbeing and understand their responsibilities within their families, school and wider community.

PSHE contributes significantly to pupils' personal development, safeguarding, behaviour, inclusion, equality, mental health and wellbeing, and the promotion of fundamental British values.

Relationships Education and Health Education are statutory for pupils in primary schools. From September 2026, schools are required to follow the revised Department for Education statutory guidance for Relationships, Sex and Health Education. Kapow's revised RSE and PSHE curriculum has been developed specifically to meet the requirements of this new statutory framework. ([Kapow Primary](#))

At Overstone Combined School, statutory Relationships and Health Education are taught within our wider PSHE curriculum.

2. Aims of PSHE and RSE

Our PSHE and RSE curriculum aims to enable every child to:

- develop a positive understanding of themselves and their individual identity;
- develop confidence, resilience and self-esteem;
- recognise, understand and manage their emotions;
- develop and maintain positive, healthy and respectful relationships;
- understand how to keep themselves and others safe;
- understand personal boundaries, privacy and consent;
- know how and where to seek help and support;
- understand how to maintain good physical and mental health;
- develop knowledge about healthy lifestyles, nutrition, hygiene and exercise;
- understand the physical and emotional changes that occur as they grow;
- develop age-appropriate knowledge about relationships and human reproduction;
- develop financial awareness and responsible decision-making;
- understand rights, responsibilities, equality and fairness;
- recognise and respect differences between people;
- understand their role within their family, school, local community and wider society;
- develop the skills needed to make safe, responsible and informed choices;
- prepare for the opportunities, responsibilities and experiences of later life.

3. Curriculum Intent

At Overstone Combined School, we believe that PSHE should provide children with the knowledge and skills to navigate the world around them safely and confidently.

Our curriculum is designed to be:

- **progressive**, building on prior knowledge and understanding;

- **age-appropriate**, with sensitive content introduced at an appropriate stage;
- **inclusive**, recognising and respecting the different experiences of our pupils;
- **responsive**, allowing teachers to adapt learning to the needs of their class;
- **evidence-informed**, using the most up-to-date statutory guidance and curriculum materials;
- **practical**, giving pupils opportunities to apply their learning to real-life situations.

PSHE learning is not limited to discrete lessons. It is reinforced through the wider curriculum, school routines, relationships, assemblies, safeguarding education and the everyday life of the school.

4. Curriculum Organisation

Overstone Combined School uses the **Kapow Primary RSE & PSHE scheme** as the foundation for our PSHE curriculum.

Kapow's revised 2026/27 scheme has been rewritten to meet the revised statutory Relationships, Sex and Health Education guidance which schools must follow from September 2026. It provides progression from EYFS through to Year 6 and includes statutory and non-statutory curriculum content. ([Kapow Primary](#))

Teachers adapt the Kapow materials where appropriate to reflect:

- the needs of their pupils;
- the context of the class;
- safeguarding considerations;
- the developmental stage of pupils;
- relevant events or issues affecting the school community.

PSHE is taught through planned lessons and is reinforced through opportunities across the wider curriculum and school experience.

Teaching may include:

- discussion;
- partner and group work;
- stories and scenarios;
- role play;
- reflection;
- practical activities;
- written and creative responses;
- retrieval activities;
- knowledge catchers;
- vocabulary development;
- opportunities to apply learning to real-life situations.

5. Areas of Learning

The Kapow RSE and PSHE curriculum provides a progressive programme of learning across the primary phase.

In Key Stages 1 and 2, the curriculum includes:

- **Families and relationships**
- **Health and wellbeing**
- **Safety and the changing body**
- **Citizenship**
- **Economic wellbeing**

Learning is revisited and developed as pupils progress through the school, allowing knowledge, vocabulary and understanding to deepen over time.

Kapow's revised 2026 curriculum also maps the programme against the PSHE Association's core themes of Health and Wellbeing, Relationships and Living in the Wider World. ([Kapow Primary](#))

6. Relationships Education

Relationships Education is statutory and is taught throughout the primary phase.

At Overstone, pupils learn about:

- families and people who care for them;
- caring friendships;
- respectful relationships;
- online relationships;
- being safe;
- personal boundaries;
- privacy;
- consent;
- recognising healthy and unhealthy relationships;
- managing disagreements and conflict;
- recognising when behaviour is inappropriate;
- seeking help and support;
- the importance of kindness and respect.

Teaching recognises that families and caring relationships can take different forms. Pupils are taught to respect differences in family circumstances and the experiences of others.

Relationships Education is taught in a way that avoids making assumptions about individual children's home circumstances.

There is **no parental right to withdraw from statutory Relationships Education**.

7. Health Education

Health Education is a statutory part of the primary curriculum.

At Overstone, pupils learn about:

- mental wellbeing;
- emotions and emotional regulation;
- resilience;
- healthy lifestyles;
- physical health and fitness;
- healthy eating;
- sleep and rest;
- personal hygiene;
- dental health;
- medicines and health prevention;
- drugs, alcohol and tobacco;
- internet safety and online harms;
- basic first aid;
- the changing adolescent body.

Pupils are encouraged to understand that good health includes both physical and mental wellbeing.

They are taught strategies for managing their wellbeing and are encouraged to recognise when they need help and identify trusted adults and appropriate sources of support.

There is **no parental right to withdraw from statutory Health Education**.

8. RSE and the Changing Body

RSE is taught within the wider PSHE curriculum.

The statutory curriculum includes age-appropriate teaching about growing and changing, puberty, personal hygiene, physical and emotional changes and preparing for adolescence.

The revised Kapow curriculum introduces appropriate anatomical vocabulary and learning progressively across the primary phase.

For example:

Year 4

Pupils begin learning about puberty and the physical changes that occur as they grow, including appropriate vocabulary relating to external body parts.

Year 5

Pupils develop their understanding of puberty and learn about areas including menstruation, emotional changes and aspects of the reproductive system.

Year 6

Pupils learn about the physical and emotional changes associated with puberty and may also undertake the school's chosen non-statutory sex education content.

The statutory learning about puberty and the changing body is part of Health Education and **parents/carers do not have the right to withdraw their child from this content.** ([Kapow Primary](#))

9. Sex Education

Primary schools are not required to teach non-statutory Sex Education. However, the DfE guidance recommends that schools consider providing age-appropriate Sex Education in Year 5 and/or Year 6. ([Kapow Primary](#)) At Overstone Combined School, we have chosen to include a limited programme of non-statutory Sex Education within Year 6.

This provision is clearly identified within the school's curriculum and is limited to age-appropriate learning about human reproduction, including conception, pregnancy and birth. This content is delivered through the relevant Kapow Year 6 learning and is identified by the school as non-statutory Sex Education.

Parents/carers will be informed in advance about the content of these lessons and their right to request that their child is withdrawn. The school will provide an opportunity for parents/carers to discuss the content and purpose of the lessons before withdrawal takes place. Where a child is withdrawn, suitable alternative education will be provided.

The statutory elements of Relationships Education and Health Education, including learning about puberty, the changing body, menstruation, personal hygiene, relationships, boundaries and consent, are not part of the school's optional Sex Education provision and parents/carers do not have the right to withdraw their child from this statutory content.

10. Parental Right to Withdraw from Sex Education

Parents and carers have the right to request that their child is withdrawn from the school's non-statutory Sex Education provision described in Section 9 of this policy.

At Overstone Combined School, this relates specifically to the Year 6 learning identified as non-statutory Sex Education, covering:

- conception;
- pregnancy and birth; and
- related age-appropriate learning about human reproduction.

Parents/carers do not have the right to withdraw their child from statutory Relationships Education or Health Education. This includes learning about puberty, the changing body, menstruation, personal hygiene, relationships, personal boundaries, consent, keeping safe, mental wellbeing and other statutory Relationships and Health Education content.

Parents/carers also cannot withdraw their child from content taught as part of the National Curriculum for Science, including statutory science teaching relating to human growth, development and reproduction.

Parents/carers wishing to withdraw their child from the non-statutory Sex Education provision should complete the form below or contact the school. The school will provide an opportunity to discuss the content and purpose of the lessons before withdrawal takes place. Where a child is withdrawn, suitable alternative education will be provided.

The school will ensure that parents/carers are given clear information about the content of the non-statutory Sex Education provision and their right to withdraw before the relevant teaching takes place.

11. Working with Parents and Carers

At Overstone Combined School, we recognise that parents and carers are the primary educators of their children in matters relating to relationships, personal development, health and family life.

We are committed to working openly and positively with parents and carers.

Parents/carers will be:

- informed about the school's PSHE and RSE curriculum;
- informed about significant changes to the curriculum;
- provided with information about sensitive content where appropriate;
- informed in advance of the Year 6 non-statutory Sex Education lessons;
- given information about their right to withdraw from the non-statutory Sex Education content;
- given opportunities to discuss the curriculum or raise questions with school;
- signposted to appropriate information and resources where helpful.

The school will make appropriate curriculum information available to parents/carers and will use the Kapow parent information materials to support communication about what pupils will learn. Kapow's 2026/27 parent guide has been specifically designed for schools to share through their websites and other communication channels. ([Kapow Primary](#))

Parents/carers may request further information about the content and teaching materials used for PSHE and RSE, particularly where learning includes sensitive or age-specific content. The school will provide appropriate information to support parents/carers in understanding what their child will be taught.

Parents/carers are encouraged to speak to school if they have questions or concerns about PSHE or RSE.

12. Consultation with Parents and Carers

The school recognises the importance of consultation when developing and reviewing its RSE policy.

When reviewing the policy, the school will ensure that parents/carers are given appropriate information about:

- the statutory requirements;
- the school's approach to PSHE and RSE;
- the content pupils will be taught;
- any non-statutory Sex Education;
- the right to withdraw from non-statutory Sex Education.

The final decisions regarding curriculum provision remain the responsibility of the school and its governing body, taking account of statutory requirements, professional guidance and the needs of the school community. Kapow similarly recommends that schools consult parents before deciding whether to implement its optional Year 6 Sex Education unit. ([Kapow Primary](#))

13. Safe and Supportive Teaching

PSHE and RSE may involve discussion of personal or sensitive issues.

Teachers will establish clear expectations for respectful discussion and will:

- create a safe and supportive learning environment;
- use appropriate and inclusive language;
- use correct scientific terminology where appropriate;
- avoid asking pupils to disclose personal experiences;
- avoid making assumptions about pupils' family circumstances;
- allow pupils to ask questions appropriately;
- answer questions in an age-appropriate and factual manner;
- remind pupils that they can speak to a trusted adult if something is worrying them;
- follow safeguarding procedures if a concern or disclosure is raised.

Teachers will use professional judgement when responding to questions that go beyond the planned curriculum.

14. Safeguarding

PSHE and RSE form an important part of the school's wider safeguarding curriculum.

Pupils will learn about:

- personal boundaries;
- privacy;
- consent;
- respectful relationships;
- recognising inappropriate behaviour;
- online safety;
- trusted adults;
- seeking help;
- recognising situations that may place them or others at risk.

Teaching children the correct terminology for body parts can support safeguarding by enabling pupils to communicate concerns clearly.

Where a pupil discloses information or a member of staff has a safeguarding concern, the school's Child Protection and Safeguarding procedures will be followed.

PSHE and RSE teaching does not replace the school's safeguarding procedures.

15. Inclusion, Equality and SEND

All pupils at Overstone Combined School are entitled to high-quality PSHE and RSE education.

Teaching will take account of the diverse needs and experiences of pupils, including pupils with SEND and EAL.

Teachers will adapt teaching and resources appropriately to ensure pupils can access the curriculum.

This may include:

- visual resources;
- simplified or alternative language;
- pre-teaching vocabulary;
- additional explanation and modelling;
- additional processing time;
- small-group support;
- alternative recording methods;
- repetition and retrieval opportunities.

Where necessary, teachers will work with the SENCo, parents/carers and other professionals to identify appropriate adaptations.

The school promotes equality, respect and inclusion and complies with the requirements of the Equality Act 2010.

16. Diversity and Respect

Pupils are taught to respect people who may have different:

- backgrounds;
- families;
- experiences;
- beliefs;
- characteristics;
- abilities;
- identities.

Different family structures are represented appropriately within the curriculum.

Learning about difference is approached through the wider themes of relationships, respect, identity, stereotypes, equality and inclusion rather than as an isolated topic.

Pupils are encouraged to recognise prejudice and discrimination and understand the importance of treating others fairly and respectfully.

17. Fundamental British Values and Personal Development

PSHE makes a significant contribution to pupils' personal development and to the promotion of fundamental British values.

Through PSHE, pupils develop their understanding of:

- democracy;
- the rule of law;
- individual liberty;
- mutual respect;
- tolerance;
- responsibility;
- empathy;
- resilience;
- independence;
- confidence.

The curriculum provides opportunities for pupils to listen to different perspectives, express their views respectfully, reflect on choices and understand their responsibilities within the school and wider community.

18. Assessment

Assessment in PSHE is used to identify pupils' knowledge, understanding and ability to apply learning.

Assessment is primarily formative and may include:

- questioning;
- discussion;
- observation;
- retrieval activities;
- pupil responses;
- written work;

- creative work;
- role play;
- knowledge catchers;
- reflection activities;
- teacher assessment against learning objectives.

The revised Kapow RSE and PSHE scheme does **not** include end-of-unit assessment quizzes. Instead, assessment is embedded within lessons through discussion, reflection, knowledge catchers and other formative approaches. Kapow also provides an assessment spreadsheet to support whole-school tracking and progression. ([Kapow Primary](#))

At Overstone, assessment will therefore be **proportionate and purposeful**.

Teachers will use assessment information to identify:

- what pupils already know;
- misconceptions;
- gaps in knowledge;
- areas requiring further teaching;
- progress over time.

PSHE assessment will not rely solely on written work. Discussion, vocabulary, application and pupils' ability to explain and demonstrate understanding are important evidence of learning.

The PSHE subject leader will use monitoring, pupil voice, work scrutiny and assessment information to evaluate progression and identify priorities for development.

19. Monitoring and Evaluation

The PSHE Subject Leader is responsible for overseeing the implementation and development of the PSHE and RSE curriculum.

Monitoring may include:

- review of curriculum planning;
- review of progression;
- work scrutiny;
- pupil voice;
- discussions with teachers;
- learning walks or lesson visits;
- review of assessment information;
- monitoring statutory curriculum coverage;
- review of resources;
- feedback from parents/carers where appropriate.

Monitoring will be proportionate and will be used to identify strengths, gaps and areas for development.

The subject leader will maintain a PSHE subject action plan which identifies appropriate priorities for the development of the subject.

The Governing Body will have appropriate opportunities to monitor the provision of PSHE and RSE and will review this policy annually.

20. Roles and Responsibilities

Governing Body

The Governing Body is responsible for ensuring that the school has an appropriate PSHE and RSE policy and meets its statutory responsibilities.

Headteacher

The Headteacher has overall responsibility for ensuring that this policy is implemented effectively and that appropriate support and resources are available.

PSHE Subject Leader

The PSHE Subject Leader is responsible for:

- leading the development and implementation of the PSHE/RSE curriculum;
- ensuring appropriate progression;
- keeping up to date with statutory guidance;
- supporting staff;
- monitoring curriculum coverage;
- monitoring standards and progression;
- supporting staff confidence in teaching sensitive content;
- monitoring assessment;
- ensuring parents/carers receive appropriate information;
- maintaining the PSHE subject action plan;
- reporting to SLT and governors as appropriate.

Class Teachers

Teachers are responsible for:

- delivering PSHE/RSE lessons in accordance with the curriculum;
- creating a safe and respectful learning environment;
- adapting teaching to meet pupils' needs;
- assessing pupils' understanding;
- responding appropriately to questions;
- following safeguarding procedures;
- communicating with parents/carers where appropriate.

21. Confidentiality

Teachers will explain to pupils that PSHE lessons provide a safe environment for discussion but that staff cannot promise absolute confidentiality.

If a pupil shares information which suggests that they or another person may be at risk of harm, staff will follow the school's safeguarding procedures.

Pupils will not be required to share personal experiences in front of the class.

Where appropriate, hypothetical scenarios will be used to facilitate discussion.

22. Curriculum Links

PSHE and RSE are linked with many other areas of the curriculum and wider school life.

Science

Human growth and development, puberty and reproduction.

Computing

Online safety, digital wellbeing and responsible use of technology.

PE

Physical health, fitness and wellbeing.

Religion and Worldviews

Beliefs, values, relationships and respect for different perspectives.

English

Vocabulary, discussion, speaking and listening.

Mathematics

Financial education and economic wellbeing.

Safeguarding

Personal safety, boundaries, consent and help-seeking.

Behaviour

Respectful relationships, emotional regulation and conflict resolution.

23. Related Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
- Behaviour Policy;
- Anti-Bullying Policy;
- Equality Policy;
- SEND Policy;
- Online Safety Policy;
- Mental Health and Wellbeing Policy;
- Science Policy;
- Computing Policy;
- Attendance Policy;
- Complaints Procedure.

24. Review

This policy will be reviewed annually, or sooner if there are significant changes to statutory guidance, curriculum requirements or school practice.

Next review date: September 2027

Policy Approval

Approved by Governing Body: _____

Date: _____

Signed: _____

Headteacher: _____

Review date: September 2027

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	