ST. GEORGE'S CofE PRIMARY SCHOOL

Relationships, Sex and Health Education (RSHE) Policy

Academic Year 2026/27 • Aligned with DfE Statutory Guidance (September 2026) & Kapow Primary Scheme of Work



"I can do all things through Christ who strengthens me" (Philippians 4:13)

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Policy Lead	Fiona Kubeyinje, RSE and PSHE Lead
Approved By	Full Governing Body & Headteacher (Target Date: 15 December 2026)
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1. Aims, Rationale and Christian Ethos

1.1 Our Christian Rationale

At St. George's CE Primary School, Relationships, Sex and Health Education (RSHE) is taught within the clear moral framework of the Christian faith. RSHE is a shared responsibility between home and school and forms an integral part of our Personal, Social, Health and Economic (PSHE) curriculum, linking closely with our National Curriculum Science and Religious Education (RE) programmes.

Pupils' personal, social, health and emotional development are promoted through our supportive Christian ethos, where every child is respected and valued. Forming healthy, kind and positive relationships directly underpins our core school values of Community and Respect. The Church of England's Vision for Education articulates that good education must promote "life in all its fullness" (John 10:10). We believe that all children are made in the image of God and loved by God unconditionally. As Christian educators, our role is to help each unique individual flourish physically, academically, socially, morally, culturally and spiritually, preparing them for the opportunities and responsibilities of adult life.

Through our RSHE curriculum, we seek to help children grow in **wisdom, hope, community and dignity** — the four core values of the Church of England's Vision for Education. Grounded in our school scripture, *"I can do all things through Christ who strengthens me"* (Philippians 4:13), RSHE is about more than factual knowledge; it is about nurturing the character, compassion and confidence that enable pupils to make wise, healthy choices in their relationships and lives. RSHE is taught in the context of family, friendship, faith and community, recognising that healthy relationships are built on trust, honesty and mutual respect.

1.2 Aims of RSHE

The aims of Relationships, Sex and Health Education at St. George's CE Primary School are to:

- Complement and support the vital work of parents and carers as children's first educators.
- Provide a safe, supportive framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an age-appropriate understanding of developing bodies, sexual development, and the importance of physical health, mental wellbeing and personal hygiene.
- Help pupils develop feelings of self-respect, self-worth, confidence, resilience and empathy, cultivating positive characteristics including kindness, honesty, courage and integrity.
- Create a positive culture and promote healthy norms about relationships, family life, friendships and online interactions, while teaching pupils how to identify risks and keep themselves safe.
- Teach pupils the correct scientific vocabulary to describe themselves and their bodies, supporting effective safeguarding.
- Equip pupils with essential life skills across all key stages, including effective communication, assertiveness, managing conflict, assessing risks, resisting peer pressure, informed decision-making, and knowing when and how to seek help from trusted adults.

2. Statutory Requirements and Legal Framework

As a voluntary aided primary school, St. George's CE Primary School must provide statutory Relationships Education and Health Education to all pupils under section 34 of the Children and Social Work Act 2017 and the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

Primary schools are not legally required to provide Sex Education beyond the statutory elements contained within the National Curriculum for Science. However, the Department for Education (DfE) continues to

recommend that primary schools teach age-appropriate sex education in Year 5 and/or Year 6, aligned with scientific content on conception and birth, to prepare pupils for the transition to secondary school.

In teaching RSHE, we have due regard to statutory guidance issued by the Secretary of State under section 403 of the Education Act 1996, and comply with all relevant legal duties including:

- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (published July 2025, effective 1 September 2026).
- Sections 404 to 407 of the Education Act 1996 and Section 80A of the Education Act 2002.
- Part 6, Chapter 1 of the Equality Act 2010 and the Public Sector Equality Duty (PSED, section 149), requiring the school to eliminate discrimination, advance equality of opportunity, and foster good relations.
- Keeping Children Safe in Education (KCSIE) statutory safeguarding guidance and Working Together to Safeguard Children.
- Early Years Foundation Stage (EYFS) Statutory Framework (for Reception pupils).
- SEND Code of Practice: 0 to 25 years and the National Curriculum in England: Science Programmes of Study (Key Stages 1 and 2).
- Church of England's *Flourishing for All: Anti-Bullying Guidance* (2025) (replacing *Valuing All God's Children*).
- Church of England *Vision for Education: Deeply Christian, Serving the Common Good* (2016).

The Governing Body has carefully reviewed both statutory and faith-based frameworks, engaging with current national guidance and diocesan advice to ensure this policy reflects both the law and our distinctive Christian understanding of human dignity, flourishing and relationship.

This policy operates in conjunction with our Safeguarding and Child Protection Policy, Behaviour Policy, Anti-Bullying Policy, Online Safety Policy, SEND Policy, Equality Information and Objectives, and Visitor Policy. At St. George's CE Primary School, we teach RSHE as set out in this policy.

3. Policy Development and Consultation

This policy has been updated for the 2026/27 academic year to reflect the revised DfE statutory RSHE guidance (effective September 2026) and our transition to the Kapow Primary RSE & PSHE scheme of work. It has been developed through formal consultation with parents/carers, staff, pupils and governors:

- **Review:** The Senior Leadership Team (SLT) and PSHE/RSHE Subject Leader audited our previous 2024 policy against the updated DfE September 2026 statutory guidance and selected the Kapow Primary 2026/27 scheme of work.
- **Staff Consultation:** All teaching and support staff reviewed the draft policy and Kapow Primary curriculum progression to confirm age-appropriateness, sequencing and CPD needs.
- **Parent/Carer Consultation (27 November – 11 December 2026):** Parents and carers were invited to review this draft policy, the Kapow Primary 2026/27 Curriculum Overview, and representative teaching materials via our consultation letter, online survey, Kapow Parent Zone, and Parent Information & Material Preview sessions. Particular focus was placed on consulting parents regarding the optional Year 6 Sex Education unit.
- **Pupil Consultation:** Pupil voice was gathered through the School Council and class discussions to ensure our curriculum responds to pupils' real-world questions and wellbeing needs.
- **Ratification & Publication:** Feedback from all stakeholders was reviewed by SLT and the Governing Body before formal ratification and publication on the school website on 17 December 2026.

4. Definitions

RSHE is lifelong learning about physical, moral, social and emotional development. It combines sharing accurate, age-appropriate information with exploring values, attitudes and life skills. It is never about the promotion of sexual activity or sexual orientation. To ensure clarity for parents and carers, this policy differentiates clearly between the statutory and non-statutory elements of our curriculum:

Component	Statutory Status & Withdrawal	Focus at St. George's CE Primary School
Relationships Education	Statutory (Compulsory) No right to withdraw	Teaches the fundamental building blocks of positive, safe, kind and respectful relationships, including families, caring friendships, boundaries, online safety and awareness, and keeping safe.
Health Education	Statutory (Compulsory) No right to withdraw	Equips pupils with knowledge to support physical health and mental wellbeing, including active lifestyles, healthy eating, sleep, online wellbeing, basic first aid, health protection, and developing bodies (including puberty, menstruation and correct scientific names for body parts).
National Curriculum Science	Statutory (Compulsory) No right to withdraw	Covers the biological aspects of growth and development, including main external body parts, human growth from birth to old age (including puberty), reproduction in plants and animals, and inheritance (see Appendix 2).
Sex Education (Primary)	Non-Statutory (Optional) Parents have the legal right to withdraw	Goes beyond statutory Science and Health Education to cover human reproduction, conception, pregnancy, birth, consent, family structures and the responsibilities of parenting. Delivered in Year 6 Summer 2 via Kapow Primary's optional unit: How do people become parents and carers?

5. Curriculum and Delivery (Kapow Primary 2026/27)

5.1 Curriculum Organisation and Kapow Primary Scheme

Our RSHE curriculum is set out in Appendices 1, 2 and 3. We follow the Kapow Primary RSE & PSHE Scheme of Work (2026/27), a comprehensive, spiral curriculum mapped directly to the September 2026 DfE statutory guidance. Core knowledge is sectioned into manageable, carefully sequenced units taught through regular timetabled PSHE lessons from Reception to Year 6. Across Key Stages 1 and 2, Kapow Primary organises learning through seven core strands:

- **My healthy self:** Looking after mental and physical health, emotions, sleep, nutrition and daily wellbeing habits.
- **Connecting with others:** Building positive, respectful friendships and family relationships, kindness, boundaries and conflict resolution.
- **The online world:** Using the internet safely, critically evaluating online content, recognising risks and behaving respectfully online.
- **Citizenship (non-statutory):** Participating in communities, rights and responsibilities, diversity, fairness and financial literacy.
- **Health protection:** Preventing illness, personal hygiene, dental care, vaccines and basic first aid.

- **Staying safe:** Recognising hazards, road/rail/water safety, resisting peer pressure and seeking help from trusted adults.
- **Growing up:** Understanding physical and emotional changes as bodies grow, including correct anatomical names (Year 2) and puberty, periods, hygiene and consent (Years 4 and 5).

Because Reception and Year 1 are taught together as a mixed-age class, RSHE is delivered on a two-year rolling programme so that every child experiences a progressive, age-appropriate curriculum without repetition: in Cycle A, the class follows the six Kapow Primary EYFS units (covering Self-regulation, Building relationships, and Managing self, aligned with the EYFS Statutory Framework), with objectives, vocabulary and discussion extended for Year 1 pupils; in Cycle B, the class follows the six Kapow Primary Year 1 units, with activities thoughtfully scaffolded through play-based, visual and practical support for Reception pupils. From Year 2 to Year 6, pupils follow single-year Kapow Primary units.

Cross-curricular links are intentionally made with Science, Computing, PE and Religious Education (RE) so subjects complement rather than duplicate one another. We also ensure that school IT filtering and monitoring systems do not lead to unreasonable 'over-blocking' that restricts statutory teaching. Alongside these subjects, RSHE themes are strengthened and reinforced across wider school life — particularly through Collective Worship and pastoral activities — ensuring coherence between pupils' spiritual, moral, social and cultural development.

5.2 Year 6 Optional Sex Education

> **Consultation Note – Year 6 Summer 2 Provision**
> In Year 6 (Summer 2), Kapow Primary provides two options: Option 1 (Further first aid) and Option 2 (Sex education: How do people become parents and carers?). In line with DfE recommendations and our previous school practice, St. George's CE Primary School proposes to deliver Option 2 (Sex education) in Summer 2 of Year 6, covering human reproduction, conception, pregnancy, birth, consent, family structures and parenting responsibilities. Parents will always be notified in advance and reminded of their legal right to request withdrawal from this specific unit. [Final wording to be confirmed by Governors following parent consultation on 15 December 2026.]

5.3 Creating a Safe Learning Environment and Teaching Approaches

RSHE is primarily taught by class teachers who know their pupils well, ensuring a safe, consistent environment. Teaching is participative, interactive and focuses equally on boys and girls. We use age-appropriate diagrams, videos, stories, scenarios, role-play, games and group discussions to help pupils apply knowledge to real-life situations. Protective and preventative content is introduced sensitively so that it supports pupils without causing unreasonable alarm or normalising risky behaviour. Every lesson is underpinned by the Christian values of love, dignity, compassion and respect, helping pupils to see that healthy relationships and self-understanding are part of God's design for human flourishing.

Clear ground rules are agreed with every class before RSHE units begin:

- No one (pupil or teacher) will be asked or expected to answer a personal question.
- No one will be forced to take part in a discussion; pupils may pass if they feel uncomfortable.
- Only correct, agreed scientific names for body parts will be used, and meanings of words will be explained factually.
- Everyone's views will be listened to respectfully, and personal stories about families or peers will not be shared in whole-class settings.
- Question boxes and distancing techniques (such as fictional characters or scenarios) are used so pupils can ask questions safely without embarrassment.

5.4 Responding to Pupils' Difficult Questions

Teachers answer pupils' questions honestly, factually and in an age-appropriate way. If a pupil asks a question that goes beyond the primary curriculum, is not age-appropriate for the wider class, or relates to non-statutory sex education from which the pupil has been withdrawn, staff will respond sensitively with an emphasis on supporting the child so they do not turn to unsafe online sources. Depending on professional judgement, staff will:

- Acknowledge the question warmly without shaming the pupil (e.g., "That's a thoughtful question; it isn't part of our lesson today, so let's talk about it with a trusted adult at home or after class").
- Encourage the pupil to discuss the question with their parent/carer and, where appropriate, inform parents so they can support the conversation at home.
- Consult the PSHE/RSHE Lead or SLT if unsure how to respond, and immediately follow safeguarding procedures if a question raises any welfare concern.

5.5 Assessment and Curriculum Adaptations

While there are no formal examinations in primary RSHE, class teachers continuously assess pupils' understanding through baseline and end-of-unit Kapow Primary assessments, classroom discussions, reflection tasks and written/practical work to identify where extra support is needed. We may occasionally adapt our planned sequence to respond promptly to emerging pupil or local safeguarding needs; where any significant shift from this published policy is required, parents and carers will be informed in advance and relevant materials made available on request.

6. Inclusion, Equality and Pupils with SEND

In line with the Equality Act 2010 and the Church of England's *Flourishing for All* (2025) guidance, our RSHE curriculum reflects our unwavering commitment to treat every pupil as a unique child of God, deserving of dignity, respect and belonging. We recognise that true flourishing is only possible when every member of our school community feels valued, safe and seen. Staff receive training to deliver inclusive education that reflects both our statutory duties and our Christian calling to "love your neighbour as yourself." Lessons are taught in a manner that does not discriminate against any pupil, challenges stereotypes and bullying (including sexism, misogyny, homophobia and derogatory language), and avoids language that stigmatises boys or girls. This message of inclusion is reinforced through collective worship, pastoral care and the wider curriculum, ensuring that equality and dignity are not only taught, but lived daily in the life of the school.

6.1 Diversity, Family Structures and LGBTQ+ Content

RSHE is taught within the context of loving, stable family life, taking care to ensure there is no stigmatisation of children based on their home circumstances. In line with DfE statutory guidance, teaching illustrates a wide range of nurturing family structures positively—including single-parent families, same-sex parents, families headed by grandparents, adoptive and foster families, kinship carers and looked-after children. In teaching about equality, respect, biological sex and protected characteristics, the school adheres strictly to factual, age-appropriate DfE guidance, avoids reinforcing gender stereotypes, and ensures all pupils understand that everyone deserves to be treated with dignity and respect.

6.2 Religion and Belief

As a Church of England voluntary aided school, our RSHE reflects inclusive Christian principles of love, respect, compassion, forgiveness and commitment, including upholding Christian perspectives on relationships and marriage. At the same time, we are sensitive to the diverse religious and non-religious backgrounds of all families in our school community. Where faith perspectives are shared, staff make clear when content reflects religious belief alongside factual curriculum content.

6.3 Pupils with Special Educational Needs and Disabilities (SEND)

Pupils with SEND have full entitlement to the RSHE curriculum and will not be withdrawn from RSHE lessons to catch up on other subjects. They will learn alongside their peers wherever possible, with teaching adapted to their age, development and communication needs. This includes learning about friendship, belonging, puberty, personal boundaries, safety and growing independence.

Class teachers, with advice from the SENCO and input from pupils and families where appropriate, plan the support each pupil needs. This may include pre-teaching vocabulary, visual sequences, revisiting learning or additional small-group or individual teaching. Pupils who use signs, symbols or a communication device will have access to the vocabulary they need to take part, indicate "stop", ask a private question and tell a trusted adult about a worry.

Staff recognise that some pupils with SEND face additional risks of bullying, exploitation or abuse and may experience barriers to reporting concerns. Teachers give pupils opportunities to practise seeking help in familiar situations and check understanding in ways that suit each pupil's communication needs

7. Safeguarding and Confidentiality

Effective RSHE is a cornerstone of our whole-school safeguarding approach. Because discussions about healthy relationships, privacy, bodily autonomy and online safety can lead to safeguarding disclosures, all staff are trained in accordance with Keeping Children Safe in Education (KCSIE) and our Safeguarding and Child Protection Policy.

- Staff can never promise unconditional confidentiality to a pupil. Pupils are reminded clearly that if they share something indicating they or another child may be at risk of harm, staff must share this with the Designated Safeguarding Lead (DSL) to keep them safe.
- Any safeguarding concern, disclosure, or worrying comment arising from an RSHE lesson must be reported immediately to the DSL ([Insert DSL Name]) or Deputy DSL in line with school procedures.
- Staff are aware of statutory mandatory reporting duties (including relating to FGM and child sexual abuse) and ensure pupils always know which trusted adults in school and external services (such as Childline) they can turn to for help.
- In line with DfE guidance on developing bodies, sensitive, practical arrangements are in place to support girls with menstruation, including free access to period products through the DfE Period Products Scheme, using clear, non-stigmatising language.

8. Use of External Organisations and Curriculum Materials

8.1 Quality Assurance of Curriculum Resources

Before any RSHE resource—whether from Kapow Primary or a supplementary source—is used in class, the PSHE/RSHE Subject Leader verifies that it is aligned with statutory guidance, age- and stage-appropriate, evidence-based, factually accurate, unbiased, accessible for pupils with SEND, and sensitive to pupils' experiences.

8.2 Working with External Agencies and Visitors

Where external organisations, health professionals (such as school nurses), local clergy or community partners enhance RSHE delivery, the school retains full responsibility for all content taught. Prior to any visit, we will check credentials and safeguarding clearances, review all lesson plans and materials in advance, agree confidentiality and safeguarding reporting protocols, ensure a member of school staff remains in the room

throughout, and reserve the right to halt any session if required. Under no circumstances will the school work with agencies that promote extreme political views, use oversimplified materials that perpetuate stereotypes, or attempt to restrict the school from sharing teaching materials with parents and carers.

8.3 Openness with Parents and Copyright Compliance

In accordance with the September 2026 DfE statutory guidance, St. George's CE Primary School is committed to complete openness regarding RSHE teaching materials. We proactively share a representative sample of Kapow Primary resources during consultation and parent information events, and parents/carers may request to view any RSHE teaching materials used with their child.

Copyright law never prevents a parent from viewing RSHE materials; however, the school must respect publisher copyright. Materials are shared via the Kapow Primary Parent Zone, in-school preview meetings, or secure non-downloadable viewing where available. Where a parent cannot attend school or access digital previews, viewing copies will be provided on request subject to a written condition that Kapow Primary's authorship is acknowledged and the content will not be copied or shared further except as authorised under copyright law.

9. Roles and Responsibilities

- **The Governing Body:** Approves the RSHE policy and holds the Headteacher to account for its implementation; ensures all pupils make progress, teaching is accessible to pupils with SEND, materials align with statutory guidance and our Christian ethos, and clear information is published for parents on content, resources and the right to withdraw.
- **The Headteacher:** Oversees consistent delivery of RSHE across the school; ensures adequate curriculum time and staff CPD; oversees transparency and parent access to materials; and manages, discusses and documents any parental requests to withdraw a pupil from non-statutory Year 6 Sex Education.
- **PSHE / RSHE Subject Leader:** Leads curriculum planning, implementation and monitoring of the Kapow Primary scheme; supports staff with vocabulary, resources and sensitive questions; coordinates links with Science, Computing, PE and RE; leads parent engagement; and reviews this policy annually.
- **The SENCO:** Advises staff on identifying and meeting the individual needs of pupils with SEND and vulnerable learners, including appropriate differentiation and teaching assistant support.
- **All Teaching & Support Staff:** Deliver high-quality, sensitive, age-appropriate RSHE; model positive, non-stereotypical attitudes; challenge derogatory or misogynistic ideas constructively; assess pupil progress; support alternative arrangements for withdrawn pupils; and immediately report safeguarding concerns to the DSL. Staff do not have the right to opt out of teaching RSHE; any staff member with concerns is encouraged to discuss support with the Headteacher.
- **Pupils:** Engage positively in RSHE lessons, follow agreed class ground rules, treat others with kindness, respect and sensitivity, and speak to a trusted adult when worried or unsure.
- **Parents and Carers:** Work in partnership with the school to support their child's personal development, review shared curriculum information, foster open age-appropriate conversations at home, and contact school with any questions.

10. Working in Partnership with Parents and the Right to Withdraw

10.1 Ongoing Partnership and Communication

We recognise that parents and carers are their children's primary educators in matters of relationships and growing up. We keep families informed through this policy, our published Kapow Primary Curriculum Overview, advance written notice prior to the Year 4/5 Growing up units and Year 6 Sex Education unit, and direct access to the Kapow Primary Parent Zone (https://www.kapowprimary.com/subjects/rse-

pshe/curriculum/rse-pshe-parent-information/). Parents are always welcome to contact the class teacher, PSHE/RSHE Lead or Headteacher to discuss the curriculum or view resources.

While we actively consult and listen to parents' views, statutory guidance is clear that parents cannot veto statutory curriculum content and final responsibility for the curriculum rests with the school.

10.2 Parents' Right to Withdraw from Non-Statutory Sex Education

Parents and carers do not have the right to withdraw their child from statutory Relationships Education, Health Education, or National Curriculum Science (including lessons on human growth, puberty, menstruation and correct names for body parts).

Parents and carers do have the legal right to request that their child be withdrawn from the non-statutory Sex Education unit taught in Year 6 Summer 2 (Kapow Primary Option 2: How do people become parents and carers?). Requests for withdrawal should be submitted in writing using the form in Appendix 4 and addressed to the Headteacher.

Before granting a request, it is good practice for the Headteacher (and/or RSHE Lead) to meet with the parent/carer to clarify the nature and purpose of the unit, share the teaching materials, and discuss the benefits of the lessons as well as any potential social or emotional impacts of withdrawal (such as a child hearing inaccurate information from peers). As a primary school, if a parent still wishes to proceed following this discussion, the Headteacher will automatically grant the request and keep a written record. Any withdrawn pupil will be provided with appropriate, purposeful alternative education in another classroom during those sessions, and parents will be signposted to resources should they wish to cover the topic at home.

11. Training and Staff Development

All staff receive training on delivering RSHE safely and confidently as part of induction and our ongoing Continuing Professional Development (CPD) calendar, supported by Kapow Primary's teacher guidance and CPD videos. Training includes creating safe classroom environments, handling difficult questions, supporting pupils with SEND, and recognising safeguarding disclosures. Where beneficial, the Headteacher also invites external specialists (such as school nurses or local authority PSHE advisers) to provide additional staff support and training.

12. Monitoring, Evaluation and Review

The delivery and impact of RSHE are monitored by the PSHE/RSHE Subject Leader and Senior Leadership Team through planning scrutinies, learning walks, work and pupil voice reviews, staff evaluation meetings, parent feedback, and review of safeguarding and wellbeing data. The Subject Leader reports annually to the Governing Body.

This policy will be reviewed annually by the PSHE/RSHE Subject Leader and Headteacher (or sooner if statutory guidance or local needs change), and approved at every review by the Full Governing Body. The ratified policy is published on the school website and free paper copies are available on request from the school office.

Appendix 1. Kapow Primary 2026/27 RSHE Curriculum Map (Reception/Year 1 – Year 6)

The tables below summarise the Kapow Primary RSE & PSHE units taught across St. George's CE Primary School. Because Reception and Year 1 are taught together in a mixed-age class, they follow a two-year rolling programme (Cycles A and B). For full parent guidance, visit the Kapow Primary RSE & PSHE Parent Zone. Units marked with an asterisk (*) denote non-statutory Sex Education from which parents have the legal right to request withdrawal.

Mixed-Age Reception & Year 1 — Cycle A: EYFS Content (Extended for Year 1 Pupils)

In Cycle A, Reception and Year 1 pupils study the six Kapow Primary EYFS units together. Learning is rooted in play, stories and discussion for Reception, while Year 1 pupils are extended through deeper questioning, broader vocabulary, written/recorded reflection and links to Key Stage 1 statutory outcomes.

Term / Unit	Kapow Primary EYFS Unit	Key Learning Focus & Year 1 Extension
Autumn 1 Unit 1	**Self-regulation: My feelings**	Identifying, describing and expressing emotions appropriately; facial expressions; coping strategies and using a calm corner. Extended for Year 1: linking body clues to emotions and developing independent calming strategies.
Autumn 2 Unit 2	**Building relationships: Special relationships**	Exploring different types of families, special people, sharing fairly, individual strengths, interests and celebrating diversity. Extended for Year 1: exploring how respect is shown through behaviour and resolving simple disagreements.
Spring 1 Unit 3	**Managing self: Taking on challenges**	Understanding why we have rules, perseverance, teamwork, communication and simple grounding/calming strategies. Extended for Year 1: explaining how rules keep school and local communities safe and fair.
Spring 2 Unit 4	**Self-regulation: Listening and following instructions**	Listening carefully, telling the truth, considering others' feelings, following multi-step instructions and understanding how rumours spread. Extended for Year 1: reflecting on the impact of words and respectful communication.
Summer 1 Unit 5	**Building relationships: My family and friends**	Learning about festivals and beliefs, sharing, turn-taking, qualities of a good friend, kindness and collaborative teamwork. Extended for Year 1: identifying ways friends and family support one another and caring for others.
Summer 2 Unit 6	**Managing self: My wellbeing**	Importance of exercise, yoga/relaxation, looking after ourselves, pedestrian safety, healthy eating and a balanced diet. Extended for Year 1: recognising everyday hazards, reducing illness risk and knowing how to seek help.

Mixed-Age Reception & Year 1 — Cycle B: Year 1 Content (Scaffolded for Reception Pupils)

In Cycle B, Reception and Year 1 pupils study the six Kapow Primary Year 1 units together. Learning is scaffolded for Reception pupils through visual prompts, practical role-play, stories, small-group adult support and simplified vocabulary aligned with EYFS Early Learning Goals.

Term	Kapow Primary Year 1 Unit	Key Learning Focus & Reception Scaffolding
Autumn 1	**My healthy self**	Recognising and naming emotions, body clues, rest, enjoyable activities and simple calming strategies. Scaffolded for Reception: using colour/emotion jars, facial expression cards and guided calm-corner routines.
Autumn 2	**Connecting with others**	What makes us special, how friends/family support us, showing respect and managing simple disagreements. Scaffolded for Reception: turn-taking games, drawing special people and role-playing kind words.

Term	Kapow Primary Year 1 Unit	Key Learning Focus & Reception Scaffolding
Spring 1	**The online world**	Using the internet safely and respectfully, balancing online/offline time and responding to unsuitable content. Scaffolded for Reception: story-based discussions on screen balance and telling a trusted adult.
Spring 2	**Citizenship**	Caring for babies, young children, pets and the environment; how rules keep communities safe and fair. Scaffolded for Reception: practical classroom care roles and simple rule-based games.
Summer 1	**Health protection**	Illnesses and injuries, healthcare workers, how germs spread, reducing illness risk and getting emergency help. Scaffolded for Reception: practical handwashing routines, role-play and recognising trusted helpers.
Summer 2	**Staying safe**	Everyday hazards, road safety, dangerous items, body clues signalling danger and seeking help from trusted adults. Scaffolded for Reception: visual safety sorting, pedestrian practice and naming safe adults.

Key Stage 1 and Key Stage 2 (Years 2 – 6)

Year	Term	Kapow Unit	Summary of Learning Focus
Year 2	Autumn 1	**My healthy self**	Effects of movement, sleep, food, water and dental care on the body; planning a healthy daily routine.
Year 2	Autumn 2	**Connecting with others**	Similarities/differences in families, kindness, recognising bullying, personal space, privacy, boundaries and trusted adults.
Year 2	Spring 1	**The online world**	Sharing content online, recognising unsuitable/untrustworthy content, online feelings and safe responses.
Year 2	Spring 2	**Citizenship**	Community belonging, fair decision-making (voting), diversity and understanding how money is earned.
Year 2	Summer 1	**Growing up**	Physical growth and change, privacy, personal boundaries, correct scientific names for private body parts and trusted adults.
Year 2	Summer 2	**Staying safe**	Keeping bodies safe, safety rules at home, in public places and around water; confidence in asking for help.
Year 3	Autumn 1	**My healthy self**	Mind-body connection, wide range of emotions, healthy sleep habits, impact of bullying and accessing support.
Year 3	Autumn 2	**Connecting with others**	Self-worth, strengths and boundaries, family/friendship support, repairing friendships and responding to bullying.
Year 3	Spring 1	**The online world**	Respectful online communication, impact of online words/actions, recognising cyberbullying and seeking help.
Year 3	Spring 2	**Citizenship 1**	Children's rights and human rights, caring for the environment, reducing waste and local councils.
Year 3	Summer 1	**Health protection**	Hygiene, sun safety, vaccines, medicines, basic first aid for common injuries and calling 999.
Year 3	Summer 2	**Citizenship 2**	Careers, aspirations, pay and equality; recognising and challenging gender stereotypes in the workplace.
Year 4	Autumn 1	**My healthy self**	Exercise, nutrition, hydration, developing a growth mindset and the positive impact of kindness.
Year 4	Autumn 2	**Connecting with others**	Respectful vs disrespectful behaviour, building trust, resolving friendship challenges, bullying and stereotypes.
Year 4	Spring 1	**The online world**	Critical thinking online, evaluating digital reliability, checking sources and spotting misleading information.
Year 4	Spring 2	**Citizenship**	Managing money, cash/card payments, budgeting, value for money and financial decision-making.

Year	Term	Kapow Unit	Summary of Learning Focus
Year 4	Summer 1	**Growing up**	Physical and emotional changes during puberty, including periods, privacy, boundaries, consent and trusted support.
Year 4	Summer 2	**Staying safe**	Warning signs, responding to uncomfortable situations, road/water safety, medicines vs harmful substances.
Year 5	Autumn 1	**My healthy self**	Nutrition, reading food labels, building movement into routines, emotional self-regulation and seeking support.
Year 5	Autumn 2	**Connecting with others**	Identity, values, commitment and support in families, seeking help if home feels unsafe and healthy friendships.
Year 5	Spring 1	**The online world**	Online advertising, influencers, persuasion, scams, spending decisions and resisting online pressure.
Year 5	Spring 2	**Citizenship 1**	Caring roles, community groups, local councillors, Parliament and democracy.
Year 5	Summer 1	**Growing up**	Managing physical and emotional puberty changes, personal hygiene, periods, kindness, respect and boundaries.
Year 5	Summer 2	**Citizenship 2**	Needs vs wants, budgeting, borrowing and interest, safe money management and online spending/gambling risks.
Year 6	Autumn 1	**My healthy self**	Long-term impact of lifestyle choices, mindset, managing emotions and how actions affect self and others.
Year 6	Autumn 2	**Connecting with others**	Self-respect, personal goals, setting boundaries, challenging stereotypes, discrimination and bullying (online/offline).
Year 6	Spring 1	**The online world**	Online vs face-to-face relationships, screen time habits, emotional wellbeing and balanced technology use.
Year 6	Spring 2	**Citizenship**	Human rights, laws, legal system, prejudice, discrimination, equality and inclusion.
Year 6	Summer 1	**Staying safe**	Independence, risk assessment, safe travel (roads, railways, water) and resisting peer pressure.
Year 6	Summer 2	**Option 2: Sex education* (Proposed)** **[Option 1: Further first aid]**	How do people become parents and carers?* Human reproduction, correct terminology, conception, pregnancy, birth, consent, family structures and parenting responsibilities. (Parents have the legal right to withdraw from Option 2.)

Appendix 2. Statutory National Curriculum Science Map

All maintained primary schools are legally required to teach the following biological elements through the National Curriculum for Science. Because this content is statutory Science, parents and carers cannot withdraw their child from these lessons.

Year Group	Statutory Science Attainment Targets	Key Details & Vocabulary
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Key vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth. Taught through songs, games and practical observation.
Year 2	Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Key vocabulary: baby, toddler, child, teenager, adult. Recognising growth and lifecycles in animals and humans (e.g., egg–chick–chicken, spawn–tadpole–frog).
Year 3 & 4	No statutory Science attainment targets relating directly to puberty or human reproduction.	Pupils continue to build scientific understanding of skeletons, muscles, nutrition and digestion.
Year 5	Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.	Living things & habitats: sexual and asexual reproduction in plants; sexual reproduction in animals. Animals, including humans: human development timeline, puberty, gestation period and live birth.
Year 6	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	Evolution and Inheritance: offspring, inheritance, characteristics and variations.

Appendix 3. By the End of Primary School Pupils Should Know (DfE Statutory Guidance, Sept 2026)

Part A: Relationships Education (Statutory)

Topic	Pupils should know...
Families and people who care for me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, including commitment in times of difficulty, protection and care, spending time together and sharing each other's lives. • That other children's families, in school or the wider world, sometimes look different from their own, and they should respect those differences knowing other families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and there is no shame in feeling lonely or talking about it. • The characteristics of happy, secure friendships: mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and support with difficulties. • That most friendships have ups and downs which can often be worked through so the friendship is repaired or strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	• How to pay attention to the needs and preferences of others and balance different needs and wishes in families and friendships. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive, express needs/boundaries and manage disappointment or frustration. • The difference between being assertive and being controlling, and between being kind to others and neglecting one's own needs. • That they can expect to be treated with respect and the importance of respecting others who are different or hold different preferences or beliefs. • Practical steps to improve relationships, the conventions of courtesy and manners, and the importance of self-respect and self-esteem. • Different types of bullying (including online bullying), its impact, bystander responsibilities (reporting to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative or lead to bullying, and how to challenge a stereotype. • How to seek help when concerned about violence, harm, or when unsure who to trust.

Topic	Pupils should know...
Online safety and awareness	• That the same principles of respect apply to online relationships as to face-to-face relationships, including when anonymous (e.g., avoiding pressuring others to share images/information). • How to critically evaluate online relationships and information, recognising risks from people they have never met (including people pretending to be someone else or a child), and how to report harmful content or contact. • That there is a minimum age for joining social media sites (currently 13) to protect children from inappropriate content or unsafe contact. • The importance of caution when sharing personal information online and using privacy and location settings. • That material shared online may be circulated permanently with no way of deleting it everywhere or controlling where it ends up. • That the internet contains inappropriate and upsetting content, and where to go for advice and support.
Being safe	• Appropriate boundaries in friendships with peers and others (including online, in play, space and resources). • The concept of privacy and that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), whether known or unknown. • How to recognise when a relationship is harmful or dangerous, including recognising who to trust and who not to trust. • How to report abuse, online/real-life concerns or feeling unsafe about any adult, with the vocabulary and confidence to do so. • How to ask for advice or help for themselves or others, to keep trying until heard, and where to get advice (family, school, external sources).

Part B: Health and Wellbeing (Statutory)

Topic	Pupils should know...
General wellbeing	• Benefits of physical activity, time outdoors, helping others, rest, hobbies and community participation for wellbeing and happiness. • The range and scale of emotions; that worrying and feeling down are normal and not in themselves a sign of a mental health condition. • How to recognise feelings, use varied vocabulary, and judge whether feelings and behaviour are proportionate. • That isolation, loneliness and bullying (including cyberbullying) affect mental wellbeing, and how to seek support. • That change and loss, including bereavement, provoke a range of feelings and everyone grieves differently. • Where and how to seek support in school if worried about mental wellbeing; that mental health problems are common and early support helps.
Wellbeing online	• Positive and negative aspects of the internet, and why online relationships are unlikely to substitute for high-quality in-person relationships. • Benefits of limiting screen time, risks of excessive device use, and how online behaviour and content affect wellbeing. • Why social media, apps, games and gambling sites are age restricted; risks of gaming monetisation, scams, fraud and addiction. • Taking a critical approach to online content, understanding how search/targeted information works, personal data rights, privacy, consent and reporting online concerns.
Physical health, fitness & healthy eating	• Characteristics and mental/physical benefits of an active lifestyle, building daily/weekly movement routines, risks of inactivity (including obesity) and seeking health support. • What constitutes a healthy diet (including calories/nutrition), healthy relationship with food, planning/preparing healthy meals, and risks of poor diet (obesity, tooth decay, alcohol).

Topic	Pupils should know...
Drugs, alcohol, tobacco & vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use, drug-taking, and nicotine addiction (including nicotine pouches).
Health protection & prevention	• Recognising early signs of physical illness; safe sun exposure and reducing skin cancer risk; sufficient quality sleep (including keeping screens out of bedrooms). • Dental health (brushing twice daily with fluoride toothpaste, check-ups); personal hygiene, germs, handwashing; and scientific facts about vaccination and immunisation.
Personal safety & basic first aid	• Hazards (including fire risks) and keeping safe around roads, railways (including level crossings) and water (including the water safety code). • Making a clear, efficient call to emergency services (reporting incidents rather than filming them) and basic first aid for common injuries, including head injuries.
Developing bodies	• Growth and how the body changes during adolescence, including the human lifecycle and puberty as a natural stage. • Correct names of body parts—including penis, vulva, vagina, testicles, scrotum and nipples—understanding these parts are private and expressing personal boundaries. • Facts about the menstrual cycle, including physical and emotional changes (recognising periods can start from age 8, so covering this proactively prevents distress).

Appendix 4. Parent/Carer Form Requesting Withdrawal from Non-Statutory Sex Education

Parents and carers have the legal right to request that their child be withdrawn from the non-statutory Sex Education unit taught in Year 6 Summer 2 (Kapow Primary Option 2: How do people become parents and carers?). There is no right to withdraw from statutory Relationships Education, Health Education, or National Curriculum Science. Please return this completed form to the Headteacher.

TO BE COMPLETED BY PARENTS / CARERS			
Name of child		**Year / Class**	
Name of parent/carer		**Date**	
Reason for requesting withdrawal from non-statutory Sex Education (Year 6 Summer 2):			
Any other information you would like the school to consider:			
Parent/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Date of discussion with parent/carer	
Agreed actions & alternative education arrangements	
Headteacher signature & date	