

# Henleaze Junior School



## PSHE and Relationships, Sex and Health Education Policy

### Review

Review Cycle	Last reviewed:	Next review:
Annual	Term 6, 2025	Term 6, 2026

## Contents

Equalities Statement

Safeguarding Statement

1. Aims
2. Objectives/Learning Intentions
3. How is the Kapow scheme organised?
4. Circle Time
5. The Learning Environment
6. Equal Opportunities and Inclusion
7. Adaptive teaching/SEND
8. Safeguarding
9. Drug and alcohol education
10. Relationships, Sex and Health Education

## Equalities Statement

We are committed to anti-discriminatory practice and recognise children and families' diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. With regards to safeguarding, we will consider our duties under the Equalities Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.

## Safeguarding statement

Henleaze Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, in accordance with the school's Safeguarding Policy.

### 1. Aims of PSHE education:

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

At Henleaze Junior School we deliver PSHE using the *Kapow Primary* scheme, which is structured around three core themes: **Health and Wellbeing, Relationships, and Living in the Wider World**, alongside class Circle Time sessions. The Kapow Programme meets all the outcomes in the updated PSHE Association Programmes of Study, 2020.

### 2. PSHE Objectives/Pupil learning intentions:

The *Kapow Primary* scheme supports the development of the skills, attitudes, values and behaviour, which enable pupils to:

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

### 3. How is Kapow organised at Henleaze Junior School?

Kapow covers all areas of PSHE for the primary phase, as the table below shows:

Term	Unit	Content coverage
Autumn	Families and relationships	Developing the skills to build respectful relationships, respond appropriately to conflict and bullying, and recognise the importance of challenging stereotypes.
	Health and wellbeing	Exploring strategies to support both mental and physical wellbeing, including healthy eating,

		relaxation techniques, sun safety, immunisations, and the benefits of sleep.
<b>Spring</b>	Safety and the changing body	Learning how to administer basic first aid, understanding safety around medicines, online and road environments, as well as the physical and emotional changes that take place during puberty.
	Citizenship	Learning about human rights and the rights of the child, democracy, diversity and community and protecting the environment.
<b>Summer</b>	Economic wellbeing	Learning how to make informed decisions about spending, saving, and budgeting money, while also exploring a range of career options and future aspirations.
	Identity (Year 6 only)	Reflecting on the factors that make us who we are while exploring ideas around body image and self-esteem.

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

#### 4. Circle Time

At Henleaze Junior School, Circle Time plays a key role in our PSHE curriculum. Through Circle Time we encourage pupils to take responsibility for their actions, reflect on their personal growth, and develop essential social skills.

Circle Time promotes a democratic and inclusive environment where everyone's voice is valued. Using creative methods like role-play, group discussions, and real-life scenarios, pupils explore topics related to relationships, empathy, and conflict resolution. This method helps build stronger relationships, improve communication, and create a positive school culture. It also supports the development of emotional regulation, self-awareness, and respect for diversity.

Circle Time is regularly incorporated into the school timetable, with sessions tailored to meet the specific needs of each class. Teachers will monitor its effectiveness through feedback and behaviour tracking, ensuring the programme remains a



valuable tool for enhancing the learning environment and promoting positive behaviour. Through Circle Time, we work together as a community to create a supportive atmosphere where pupils feel valued and motivated to engage in their education.

#### 5. The Learning Environment

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

#### 6. Equal opportunities and Inclusion

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

#### 7. Adaptive teaching/SEND

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

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

#### 8. Safeguarding

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

this to happen. If disclosures occur, our school safeguarding policy for managing disclosures is followed.

#### 9. Drug and Alcohol education

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being, such as:

- Respect for self.
- Respect for others.
- Responsibility for their own actions.
- Responsibility for their family, friends, schools and wider community.

#### Kapow Drug and Alcohol Education Content

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the Safety and the Changing Body Unit of Kapow:

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

#### 10. Relationship, Sex and Health Education (RSE)

RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Some aspects of the relationship education curriculum are delivered in Kapow lessons throughout the

year, although these tend to be weighted in the Term 3 lessons and part of the “Safety and The Changing Body” unit.

### 10.1 Relationships Education

Relationships Education in primary schools will cover ‘Family and Relationships’, ‘Caring Friendships’, ‘Respectful Relationships’, ‘Online Relationships’, and ‘Being Safe’. In Kapow, relationships will be covered in the ‘Family and Relationships’ unit which includes ‘learning how to form respectful relationships with others’, ‘deal with conflict and bullying’ and ‘the importance of challenging stereotypes’.

### 10.2 Sex education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘sex Education is not compulsory in primary schools’ (p. 23).

Schools are to determine the content of sex education at primary school. Sex education ‘should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born’. At Henleaze Junior School, we believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. We believe children should understand the facts about puberty and human reproduction before they leave primary school.

Children learn about their bodies and how they change as they grow. We provide a safe environment in which they can talk about their feelings and ask questions. Key units on Relationships, Safety, and Health and Wellbeing are taught early in the year to allow time for any questions or important discussions to continue in terms 5 and 6, especially for our Year 6 cohort. Sex education, as per DfE recommendations, is covered in Year 6.

### 10.3 Health Education

Health Education in primary schools will cover ‘Mental Wellbeing’, ‘Internet Safety and Harms’, ‘Physical health and Fitness’, ‘Healthy Eating’, ‘Drugs, Alcohol and Tobacco’, ‘Health and prevention’, ‘Basic First Aid’, ‘Changing Adolescent Body’. In Kapow, health education will be covered in the ‘Health and wellbeing’ unit. The children will learn strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and



the benefits of sleep. They also cover the unit 'safety and the changing body'. In this unit, children will learn how to administer first aid in a variety of situations, and about safety around medicines, being safe online and road safety. It also covers the changes which occur during puberty. Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance.

#### 10.4 Parent/Carer Right to Withdraw

At Henleaze Junior School, sex education is an important and essential part of a child's education and will be taught in a way which is developmentally appropriate for each year group. However, parents/ carers do have the right to request that their child be withdrawn from some or all of sex education delivered as part of the PSHE (and Relationships and Health Education) curriculum.

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

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

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