



Portreath
Primary School

Personal, Social, Health and Economic Education (PSHE) and Relationships, Sex and Health Education (RSHE) Policy

Date agreed	September 2026
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Person responsible	PSHE/RSHE Subject Leader
Approved by	Local Governance Committee – 5 th October 2026

1. Introduction and purpose

At Portreath School, personal development is at the heart of our curriculum. We believe that high-quality Personal, Social, Health and Economic Education (PSHE), including Relationships, Sex and Health Education (RSHE), plays an essential role in helping children to become healthy, confident, safe and responsible members of their community.

Our curriculum supports children to understand themselves and others, build positive relationships, look after their physical and mental health, make informed decisions and recognise when and how to ask for help.

RSHE and PSHE also contribute significantly to safeguarding, equality, pupils' spiritual, moral, social and cultural development (SMSC), Fundamental British Values and preparation for life in modern Britain.

This policy sets out how Portreath School delivers statutory Relationships Education and Health Education and the additional, non-statutory sex education that the school has chosen to teach.

2. Statutory and legal framework

This policy has been developed with regard to relevant legislation and statutory guidance, including:

- the Children and Social Work Act 2017;
- the Education Act 1996 and Education Act 2002;
- the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- the Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, revised for introduction from 1 September 2026;
- the Equality Act 2010;
- the SEND Code of Practice: 0 to 25 years; and
- Keeping Children Safe in Education 2026, which comes into force on 1 September 2026.

Relationships Education and Health Education are statutory for primary-aged pupils. Sex education beyond content contained within statutory Relationships and Health Education and the relevant science curriculum is not compulsory in primary schools.

Portreath School has chosen to provide an age-appropriate programme of sex education in Year 6 as part of our wider PSHE curriculum.

3. Definition

At Portreath School, PSHE and RSHE help children develop the knowledge, understanding, skills and attributes they need to manage their lives now and in the future.

Relationships Education teaches children about positive and safe relationships with family, friends and others, both offline and online. It helps pupils recognise the characteristics of healthy relationships, understand personal boundaries and know how to seek help if a relationship or situation makes them feel unsafe or uncomfortable.

Health Education supports pupils' physical and mental wellbeing. This includes learning about emotions, mental wellbeing, healthy lifestyles, online safety, physical health, hygiene, puberty, menstruation, substances, health protection and age-appropriate first aid.

Sex Education at Portreath refers to additional teaching about human reproduction which goes beyond statutory Relationships and Health Education and the relevant science curriculum.

PSHE is broader than statutory RSHE and also includes areas such as citizenship, economic wellbeing, financial understanding, community participation and preparation for future life.

4. Aims

Through our PSHE and RSHE curriculum, we aim to:

- provide accurate, age-appropriate and developmentally appropriate information;
- enable children to understand and value themselves and others;
- develop positive, respectful and healthy relationships;
- help children recognise safe and unsafe situations, both online and offline;
- develop children's confidence to establish appropriate personal boundaries;
- provide children with the vocabulary and confidence to seek help and report concerns;
- develop understanding of physical health, mental wellbeing and emotional regulation;
- prepare children appropriately for puberty and adolescence;
- develop children's ability to make informed and responsible choices;
- develop resilience, self-esteem and self-efficacy;
- promote respect for difference and challenge discrimination and stereotypes;
- enable pupils to understand their rights and responsibilities;
- prepare pupils for the opportunities, responsibilities and experiences of later life;
- ensure all children can access learning, including pupils with SEND; and
- support children in becoming thoughtful and active members of their local and wider communities.

5. Our curriculum

Portreath School uses the Kapow Primary RSE & PSHE scheme of work as the core planned curriculum for PSHE and RSHE.

The Kapow curriculum used from September 2026 has been revised to align with the updated statutory guidance and provides progressive learning from the Early Years through to Year 6. It includes planned learning across relationships, physical and mental health, online life, safety, citizenship, economic wellbeing and growing up, with additional sex education in Year 6.

The school's detailed long-term plan and Kapow curriculum mapping show the sequence of learning and how statutory content is covered. Teachers may supplement Kapow resources where appropriate, provided additional materials are accurate, age-appropriate, inclusive and consistent with this policy.

In the Early Years Foundation Stage, learning is rooted within Personal, Social and Emotional Development and other relevant areas of the EYFS curriculum, providing the foundations for later PSHE and RSHE learning.

6. Curriculum organisation

PSHE is generally taught through regular weekly lessons by the class teacher. There may be occasions when particular content is more appropriately taught in a short block of lessons or at another point in the school year.

Teachers follow the agreed Kapow curriculum while using their professional judgement to adapt teaching to:

- pupils' age and developmental stage;
- prior knowledge;
- the needs of the class;
- SEND and additional needs;
- pupils' individual circumstances; and
- relevant issues that may arise within the class, school or wider community.

Cross-curricular links are made where appropriate, particularly with Science, Computing, PE, RE and the wider personal development curriculum. Teachers and subject leaders ensure that this learning complements rather than unnecessarily duplicates content taught elsewhere.

The principles of emotional wellbeing, positive relationships and character development are embedded within Portreath's culture and everyday life. These are reinforced through relationships between adults and pupils, assemblies, class discussion, pastoral support and the wider curriculum.

7. Teaching and learning

Because PSHE and RSHE deal with real-life and sometimes sensitive issues, lessons are taught within a safe, supportive and respectful learning environment.

Teachers will:

- establish appropriate ground rules with pupils;
- promote respectful listening and discussion;
- use clear, factual and age-appropriate language;
- use correct scientific vocabulary where appropriate;
- avoid assumptions about pupils' experiences, families, beliefs or backgrounds;
- use distancing techniques and fictional scenarios where appropriate rather than asking pupils to discuss personal experiences;
- respond sensitively to questions and comments;
- assess and build upon pupils' existing knowledge;
- provide opportunities for discussion, reflection, problem solving and application of learning;
- make appropriate adaptations to ensure learning is accessible;
- challenge stereotypes, discrimination and prejudicial language; and
- remind children of trusted adults and sources of support.

Pupils will not be encouraged to make personal disclosures during lessons. Children will be reminded that adults cannot promise confidentiality where information suggests that they or another child may be at risk of harm.

Managing questions

Children are naturally curious and may ask questions about relationships, bodies, puberty or reproduction. Teachers will answer questions honestly, factually and in an age-appropriate way wherever this is suitable. Staff will use professional judgement when deciding whether a question is appropriate for whole-class discussion or would be better answered individually.

Where a question goes beyond the planned curriculum or is inappropriate for the age or developmental stage of the class, the teacher may explain that it will be answered at another time or in a different setting. Questions which indicate a safeguarding concern will be dealt with in accordance with the school's safeguarding procedures.

8. Relationships Education

Relationships Education is statutory and all pupils will participate in this learning. Across the primary phase, pupils develop age-appropriate understanding of:

- families and the people who care for them;
- caring friendships;
- respectful relationships;
- different families and relationships;
- kindness, honesty, trust and mutual respect;
- personal space, privacy and boundaries;
- permission seeking and giving;
- bullying, including cyberbullying;
- stereotypes and discrimination;
- online relationships and behaviour;
- recognising unsafe or uncomfortable situations;
- appropriate and inappropriate contact;
- seeking help and reporting concerns; and
- identifying trusted adults and sources of support.

Learning about families recognises that families can be formed in different ways. Teaching is sensitive to individual children's circumstances and ensures that no pupil is made to feel that their family is less valued than another.

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

9. Health Education

Health Education is statutory and all pupils will participate in this learning. It includes progressive, age-appropriate learning about:

- emotional wellbeing and mental health;
- recognising and managing emotions;
- strategies that support wellbeing;
- the relationship between physical and mental health;
- physical activity;
- healthy eating;
- sleep and rest;
- hygiene and dental health;
- online safety and the impact of online activity on wellbeing;
- medicines, drugs, alcohol, tobacco and other substances at an appropriate level;
- health protection and prevention;
- basic first aid;
- the changing adolescent body;
- puberty; and
- menstrual wellbeing.

Puberty is part of statutory Health Education. Pupils will learn about physical and emotional changes before and during puberty in an age-appropriate and inclusive way. Teaching will prepare all children for the changes that they or their peers may experience.

There is no parental right to withdraw a child from statutory Health Education, including teaching about puberty and menstruation.

10. Sex Education at Portreath School

The Department for Education recognises that primary schools may choose to teach additional sex education to meet the needs of their pupils and to support transition to secondary school.

Portreath School has chosen to teach the optional Kapow Primary Year 6 Sex Education unit, "How do people become parents and carers?" This provides pupils with accurate and age-appropriate information about human reproduction and parenthood and builds upon their previous learning about growing up, relationships and the human life cycle.

The unit contains six lessons:

1. Which words can we use to describe our private body parts?
2. How are babies made?
3. What happens in pregnancy and how are babies born?
4. How are families formed?
5. How does life change after having a baby?
6. What is consent?

The unit uses appropriate scientific vocabulary and teaches pupils, at an age-appropriate level, about conception, pregnancy and birth, different ways in which families may be formed, the responsibilities involved in caring for a baby and the meaning of consent.

The Year 6 Sex Education unit is non-statutory and is additional to the statutory Relationships Education, Health Education and Science curriculum.

11. Working with parents and carers

Portreath School recognises parents and carers as the first educators of their children and aims to work openly and positively with families.

Parents and carers will be consulted when this policy is developed or substantially reviewed. The school will provide information about the PSHE and RSHE curriculum so that parents understand what is being taught and when.

Before the Year 6 Sex Education unit is taught, a letter will be sent to parents and carers. This will:

- explain when the unit will be taught;
- identify the content being covered;
- explain that the unit is non-statutory;
- explain the parental right to request withdrawal;
- provide an opportunity to discuss the teaching with school; and
- explain how parents can request to view relevant teaching resources.

Where appropriate, the school will support parents in continuing conversations about relationships, puberty and sex education at home.

12. Right to withdraw from Sex Education

Parents and carers do not have the right to withdraw their child from:

- statutory Relationships Education;
- statutory Health Education, including puberty and menstruation; or
- relevant content taught as part of the Science curriculum.

Parents and carers do have the right to request that their child is withdrawn from the additional, non-statutory Year 6 Kapow Sex Education unit, “How do people become parents and carers?”

Parents wishing to withdraw their child should contact the Headteacher in writing. The Headteacher will offer parents the opportunity to discuss the request so that the nature and purpose of the curriculum is clear and any concerns can be explored. A request to withdraw a primary-aged pupil from non-statutory sex education will be granted.

A record of the request and outcome will be kept. Where a pupil is withdrawn, the school will provide appropriate and purposeful alternative education for the duration of the lessons.

Withdrawal from the optional Sex Education unit will not prevent the child from receiving statutory learning about relationships, safety, appropriate boundaries, puberty, menstruation or other Health Education content.

13. Equality and inclusion

Portreath School is committed to ensuring that PSHE and RSHE are inclusive and accessible to every pupil. Teaching will comply with the Equality Act 2010 and will promote equality, respect and understanding.

Learning will promote respect for others and challenge discrimination, prejudice, bullying and harmful stereotypes. Different types of family and relationship will be represented sensitively and appropriately within the

curriculum. Age-appropriate teaching relating to LGBT people and families will be integrated within relevant curriculum learning rather than treated as a separate or isolated topic.

The religious and cultural backgrounds of pupils will be considered when planning and teaching RSHE. Different perspectives may be discussed respectfully, while teaching will remain consistent with the law and the school's duties under the Equality Act 2010.

14. Special Educational Needs and Disabilities (SEND)

Relationships Education and Health Education must be accessible to all pupils. Teachers will make reasonable adjustments and adapt teaching where required to meet the needs of pupils with SEND.

This may include:

- adapting vocabulary and explanations;
- breaking learning into smaller steps;
- using visual or practical resources;
- providing pre-teaching or additional opportunities to revisit learning;
- adapting the pace of teaching;
- using small-group or individual teaching where appropriate; and
- working with the SENDCo, parents and relevant professionals.

The school recognises that some pupils with SEND may be particularly vulnerable to exploitation, abuse, bullying or misunderstanding social situations. PSHE and RSHE therefore have an especially important safeguarding role for these pupils.

Adaptation will ensure appropriate access to the curriculum without unnecessarily removing pupils from statutory Relationships or Health Education.

15. Safeguarding

PSHE and RSHE have an important role in safeguarding children. Learning supports pupils to:

- recognise when something does not feel safe or right;
- understand personal boundaries and privacy;
- recognise appropriate and inappropriate behaviour;
- identify trusted adults;
- know how and where to seek help;
- understand that unsafe behaviour or abuse is never the fault of the child experiencing it; and
- develop the vocabulary and confidence to report concerns.

Sensitive discussions may lead a pupil to make a disclosure or raise a safeguarding concern. Staff will respond in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education. Any safeguarding concern or disclosure will be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead in accordance with school procedures.

Teachers will consider the timing of particularly sensitive learning so that children have appropriate opportunities to seek further support following the lesson.

External organisations or visitors may sometimes be used to enhance curriculum provision. The school remains responsible for the content taught. Materials and lesson content will be checked in advance and visitors will be informed of the school's safeguarding and confidentiality procedures. Visitors will complement rather than replace teaching by school staff.

16. Roles and responsibilities

Governors / Local Governance Committee

Governors will:

- ensure the school meets its statutory duties;
- ensure PSHE and RSHE are effectively led and appropriately resourced;

- ensure provision is accessible to all pupils, including those with SEND;
- ensure parents receive clear information about curriculum content and withdrawal rights; and
- hold school leaders to account for the quality of provision.

Headteacher

The Headteacher is responsible for:

- the overall implementation of this policy;
- ensuring statutory requirements are met;
- ensuring staff are appropriately supported and trained;
- ensuring parents and carers have access to information about the curriculum;
- responding to requests for withdrawal from non-statutory sex education;
- supporting the PSHE/RSHE Subject Leader; and
- reporting to governors as appropriate.

PSHE/RSHE Subject Leader

The Subject Leader will:

- lead the development and delivery of PSHE and RSHE;
- maintain an up-to-date understanding of statutory requirements;
- oversee the Kapow curriculum and any supplementary resources;
- support colleagues with planning, teaching and adaptation;
- ensure curriculum progression and coverage;
- ensure learning is inclusive and accessible;
- monitor and evaluate the quality of PSHE and RSHE;
- support communication with parents and carers;
- identify staff development needs; and
- maintain relevant curriculum information on the school website.

Teaching staff

Teaching staff will:

- follow this policy and the agreed school curriculum;
- establish a safe and respectful learning environment;
- teach content accurately and sensitively;
- adapt learning appropriately;
- assess pupils' knowledge and understanding;
- respond appropriately to pupils' questions;
- follow safeguarding procedures where concerns arise; and
- seek advice from the Subject Leader, SENDCo or Designated Safeguarding Lead when required.

17. Assessment

Assessment in PSHE and RSHE is primarily formative and focuses on pupils' developing knowledge, understanding, vocabulary and ability to apply their learning.

Teachers may use:

- discussion and questioning;
- pupil reflection;
- Kapow knowledge catchers and assessment activities;
- practical and scenario-based activities;
- pupil work;
- self-assessment;
- teacher observation; and
- pupil conferencing.

Children will not be assessed on their personal experiences, family circumstances, beliefs or disclosures. Assessment information is used to identify misconceptions, inform future teaching and evaluate progression across the curriculum.

18. Monitoring and evaluation

The PSHE/RSHE Subject Leader and Headteacher will monitor the quality and effectiveness of provision through activities including:

- review of curriculum planning and coverage;
- lesson visits and learning walks;
- scrutiny of evidence of learning;
- pupil voice and pupil conferencing;
- discussion with teachers;
- assessment information;
- feedback from parents and carers where appropriate; and
- review of curriculum resources.

Monitoring will consider both statutory compliance and the impact of the curriculum on pupils' knowledge, confidence, safety and personal development.

19. Professional development

The Headteacher and PSHE/RSHE Subject Leader will identify staff training and development needs. Staff will have access to appropriate professional development, including Kapow subject knowledge and teacher support materials, to enable them to teach sensitive content confidently, accurately and appropriately.

20. Related policies

This policy should be read alongside relevant school and Trust policies, including:

- Safeguarding and Child Protection Policy;
- Behaviour / Relationships Policy;
- Equality Policy;
- SEND and Inclusion Policy;
- Accessibility Plan;
- Online Safety and Acceptable Use Policy;
- Anti-Bullying Policy;
- Teaching and Learning Policy;
- Intimate Care Policy; and
- relevant mental health and wellbeing procedures.

21. Publication, consultation and review

This policy will be published on the school website and a paper copy will be provided free of charge on request.

Parents and carers will be consulted when the policy is developed or substantially reviewed. The school will also take account of the views and needs of pupils and staff when evaluating its provision.

The policy will be formally approved by the appropriate governing body and reviewed by September 2027, or sooner where there are changes to statutory guidance, legislation or the school's curriculum provision.

Further reference

Department for Education: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education - statutory guidance for introduction from 1 September 2026](#)

Kapow Primary: [RSE & PSHE curriculum](#)