



**MICHAEL
FARADAY
SCHOOL**



RHE and PSHE Policy
September 2026

INTRODUCTION

At Michael Faraday Primary School, we believe that Relationships, Health Education (RHE) and Personal, Social, Health and Economic Education (PSHE) are essential in helping children to develop the knowledge, skills, attitudes and values they need to lead safe, healthy, happy and fulfilling lives.

Our RHE and PSHE curriculum supports our school values of Respect, Resilience and Integrity, alongside our expectation to “be kind.” It contributes to our wider vision of “Leaving a legacy” by helping pupils understand themselves, build positive relationships, contribute to their communities and make informed and responsible choices.

We use the Kapow Primary RSE & PSHE scheme as the basis of our curriculum from EYFS to Year 6. The scheme provides a progressive curriculum covering:

- Personal development
- Social development
- Physical and mental health
- Relationships
- Online safety
- Economic education
- Citizenship
- Staying safe
- Growing and changing
- Sex education in Year 6

The curriculum is adapted where appropriate to meet the needs of our pupils and our school community.

STATUTORY REQUIREMENTS

As a maintained primary school, Michael Faraday Primary School must provide Relationships Education and Health Education to all pupils.

Our provision has been developed with regard to the Department for Education's statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education, including the revised guidance in force from September 2026.

Relationships Education and Health Education are statutory in primary schools and parents do not have a right to withdraw their child from this statutory content.

PSHE education as a whole is broader than the statutory requirements. We believe that providing a comprehensive PSHE curriculum is an important part of preparing children for life in modern Britain.

Sex education beyond the statutory Relationships and Health Education curriculum and National Curriculum Science is not compulsory in primary schools. Michael Faraday Primary School provides an age-appropriate programme of sex education in Year 6 to support pupils' transition to secondary school and adolescence, and to promote their safety and safeguarding by developing their understanding of boundaries, healthy relationships and how to seek help.

AIMS

Through RHE and PSHE, we aim to enable pupils to:

- develop positive self-esteem, confidence and a strong sense of identity;
- recognise, understand and manage a range of emotions;

- develop resilience and strategies for dealing with challenges, setbacks and change;
- understand what constitutes healthy, respectful and caring relationships;
- understand that families can take different forms and that all families should be treated with respect;
- recognise respectful and disrespectful behaviour, including bullying and discrimination;
- understand personal boundaries, privacy, consent and how to seek help;
- know how to keep themselves and others safe, both offline and online;
- understand how their choices can affect their physical and mental health;
- understand the importance of exercise, nutrition, sleep, hygiene and other healthy habits;
- develop an age-appropriate understanding of growing, changing and puberty;
- develop financial awareness and an understanding of money;
- understand rights, responsibilities and their role within communities;
- respect difference and challenge stereotypes;
- develop the confidence to ask questions and seek support from trusted adults;
- make informed, responsible and increasingly independent choices.

OUR CURRICULUM

Our curriculum is taught primarily through the Kapow Primary RSE & PSHE scheme. It is progressive, with key knowledge and skills revisited and developed as children move through the school.

Kapow organises the statutory RHE curriculum around the following key areas:

My healthy self – physical and mental health, emotional wellbeing, healthy choices and developing resilience.

Connecting with others – families, friendships, respectful relationships, boundaries, bullying, inclusion and seeking support.

The online world – online relationships, digital wellbeing, online safety, privacy, harmful content, misinformation and understanding online influence.

Staying safe – recognising risk, personal safety, boundaries, consent, peer pressure and knowing how and where to seek help.

Health protection – preventing illness and injury, hygiene, healthcare, medicines, first aid and responding appropriately in an emergency.

Growing up – understanding how bodies and emotions change as children grow, including puberty, menstruation, personal hygiene and body boundaries.

We also teach wider Citizenship and Economic Education, including communities, rights and responsibilities, caring for the environment, careers, money, budgeting and responsible financial choices.

Curriculum overview

Rec	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Y1	My healthy self: how can we look after our emotions	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Health protection: How can I protect myself and others in daily life?

Y2	How can we look after our bodies?	How can I build a safe, kind and caring relationship?	How can we stay safe online?	How do people belong to a community and earn money?	How can we look after and respect our bodies as we grow?	How can I make safe choices in different places?
Y3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Y4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me to recognise what is safe or unsafe?
Y5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: How can we respect each other?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Staying safe: What signs help me to recognise what is safe or unsafe?
Y6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

Relationship Education

Relationships Education provides children with the foundations for developing positive, healthy and respectful relationships.

Teaching includes:

- families and people who care for us;
- caring friendships;
- respectful relationships;
- recognising and respecting difference;
- appropriate and inappropriate behaviour;
- stereotypes and discrimination;
- bullying and how to respond to it;
- privacy and personal boundaries;
- consent in an age-appropriate context;
- online relationships;
- recognising unsafe or uncomfortable situations;

- identifying trusted adults and knowing how to ask for help.

We teach pupils that families may be different from their own. Teaching is inclusive and reflects the diversity of families and relationships within our school community and wider society.

Health Education

Health Education helps pupils understand the connection between physical health, mental wellbeing and the choices they make.

Teaching includes:

- mental and emotional wellbeing;
- recognising and managing emotions;
- resilience, perseverance and self-regulation;
- physical activity;
- healthy eating and nutrition;
- sleep;
- dental health;
- hygiene and preventing illness;
- medicines, drugs, alcohol and tobacco at an age-appropriate level;
- internet safety and harms;
- basic first aid;
- puberty and the changing adolescent body;
- menstruation and menstrual wellbeing;
- knowing when and how to seek help.

We aim to give children accurate information without unnecessarily medicalising normal emotions or everyday difficulties. Children are taught that experiencing a range of emotions is a normal part of life and are supported to develop strategies for coping with challenges and setbacks.

Puberty and growing up

Learning about puberty forms part of statutory Health Education and therefore all pupils receive this teaching.

Children are taught about growing and changing progressively and in an age-appropriate way. This includes using correct scientific vocabulary for body parts, understanding privacy and personal boundaries and preparing children for the physical and emotional changes associated with puberty.

In Year 4, pupils begin more explicit learning about the physical and emotional changes associated with puberty. This learning is developed further in Year 5, including menstruation, personal hygiene, emotions, relationships and boundaries.

We recognise that children develop at different rates and aim to teach this content before pupils are likely to experience the changes themselves.

Sex Education in Year 6

Michael Faraday Primary School provides an age-appropriate programme of sex education in Year 6 using the Kapow Primary unit “How do people become parents and carers?”

This includes:

- correct scientific terminology for body parts;
- how a baby is conceived;
- pregnancy and how a baby develops;
- birth;
- consent and the legal age of consent;
- different types of families;
- the responsibilities associated with becoming a parent or carer.

Teaching is factual, age-appropriate and sensitive to pupils' maturity and needs.

Some learning connected with reproduction is also included within the statutory National Curriculum for Science. Parents cannot withdraw their child from National Curriculum Science or from statutory Relationships and Health Education.

Parents' right to withdraw from Sex Education

Parents and carers cannot withdraw their child from statutory Relationships Education, Health Education or relevant National Curriculum Science.

Parents and carers have the right to request that their child is withdrawn from the non-statutory elements of primary sex education taught within the Year 6 Sex Education unit.

A letter will be sent to parents and carers during the Summer Term, before the Year 6 Sex Education lessons are taught. The letter will explain the content of the lessons and identify which elements are non-statutory. Parents and carers will have the opportunity to withdraw their child from these specific non-statutory Sex Education lessons.

Where a pupil is withdrawn, the school will provide appropriate alternative learning during the non-statutory sex education lesson.

Teaching and learning

RHE and PSHE are taught in a safe, supportive and respectful environment.

Teaching approaches may include:

- class discussion;
- stories and scenarios;
- role play;
- paired and group work;
- problem-solving activities;
- reflection;
- videos and other age-appropriate resources;
- opportunities to practise strategies and skills.

Teachers establish clear ground rules so that pupils understand the importance of listening, respecting different views and not sharing personal information about others.

Children are encouraged to ask questions. Teachers will answer questions honestly and appropriately, taking account of pupils' age and maturity. Where a question is not appropriate for whole-class discussion, the teacher may respond individually or advise the pupil that it would be more appropriately discussed with a parent or carer.

Safeguarding

RHE and PSHE are important elements of our safeguarding curriculum.

Teaching children the correct vocabulary for body parts, recognising inappropriate behaviour, understanding boundaries, knowing that they can say no and identifying trusted adults can help pupils recognise unsafe situations and communicate concerns.

Teachers cannot promise confidentiality. If a pupil says something that indicates that they or another child may be at risk of harm, staff will follow the school's safeguarding and child protection procedures and report concerns to the Designated Safeguarding Lead (DSL) or a Deputy DSL.

Visitors contributing to RHE or PSHE remain subject to the school's safeguarding procedures, and responsibility for the curriculum remains with the school.

Equality, diversity and inclusion

RHE and PSHE are taught in accordance with the school's duties under the Equality Act 2010.

Teaching promotes respect for others and helps pupils understand that people, families and relationships are diverse.

Teaching is appropriate to pupils' age and stage of development and is delivered sensitively. We challenge prejudice, discrimination and stereotypes and ensure that no pupil is made to feel that their family or circumstances are less valued than those of others.

SEND

We recognise that pupils with special educational needs and/or disabilities may require teaching to be adapted so that they can access and understand RHE and PSHE effectively.

Teachers will take account of pupils' individual needs, communication abilities, developmental stage and vulnerability. Adaptations may include:

- additional repetition and reinforcement;
- simplified or concrete language;
- visual resources;
- social stories or scenarios;
- pre-teaching vocabulary;
- smaller group or individual teaching where appropriate;
- additional opportunities to practise safety and relationship skills.

We recognise that some pupils with SEND may be particularly vulnerable to exploitation, bullying or misunderstanding social situations, making effective Relationships and Health Education especially important.

Responding to sensitive issues

Staff will approach sensitive or controversial issues in a balanced and age-appropriate manner.

Personal disclosures are not encouraged during whole-class discussions. Pupils will be reminded that they can speak privately with a trusted adult if something is worrying them.

Staff will remain mindful that pupils may have direct experience of issues being discussed, including family separation, bereavement, illness, unsafe relationships or other difficult circumstances, and staff will ensure appropriate measures and support are put in place where needed.

Assessment

Assessment in RHE and PSHE is used to understand what pupils know, what they can apply and where misconceptions or gaps remain.

Teachers assess learning through discussion, questioning, pupil responses, activities and work produced during lessons. Assessment focuses on pupils' developing knowledge, understanding and ability to apply skills rather than judging their personal circumstances, beliefs or experiences.

Kapow assessment opportunities and teacher judgement are used to support assessment and future planning.

Roles and responsibilities

The Governing Body will ensure that the school fulfils its statutory responsibilities and that this policy is appropriately reviewed.

The Headteacher has overall responsibility for ensuring that RHE and PSHE are taught consistently and appropriately throughout the school.

The RHE/PSHE Subject Leader, Laura, is responsible for monitoring curriculum coverage, supporting staff, reviewing resources and helping to ensure progression across the school.

Teachers are responsible for delivering the curriculum sensitively and effectively, establishing a safe learning environment, adapting learning where necessary and following safeguarding procedures when concerns arise.

Working with parents and carers

We recognise parents and carers as children's first and most important educators and aim to work in partnership with families.

This policy is available to parents and carers through the school website. Parents are welcome to contact the school if they would like further information about the curriculum or would like to view the resources used to teach particular aspects of RHE and PSHE.

We will communicate with parents before particularly sensitive areas of learning, including the Year 6 Sex Education unit, and provide opportunities for parents to understand what will be taught and the resources that will be used.

The school will consult parents when this policy and our approach to Relationships and Sex Education are significantly reviewed.

Monitoring and review

The RHE and PSHE curriculum will be monitored by the subject leader and Senior Leadership Team through appropriate monitoring activities, which may include planning reviews, discussions with pupils and staff, scrutiny of learning and lesson visits.

The curriculum will be reviewed in response to:

- changes to statutory guidance;
- changes to the Kapow Primary scheme;
- the needs of pupils within the school;
- safeguarding information and emerging risks;
- feedback from pupils, staff, parents and governors.

This policy will normally be reviewed annually or sooner if statutory guidance changes.

Related policies

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy
- Equality Policy/Objectives
- First Aid Policy
- Supporting Pupils with Medical Conditions Policy