

The Darent Federation of Schools

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



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

1. Federation Vision, Values and School Ethos

The Darent Federation brings together two distinctive schools: Kemsing Primary School, a Kent Community Primary School, and Sundridge & Brasted CE Primary School, a Church of England Primary School. While each school has its own unique character and identity, both share a commitment to providing an inclusive, nurturing and ambitious education in which every child is encouraged to flourish academically, socially, emotionally and personally.

Kemsing Primary School

At Kemsing Primary School our vision, *Inspiring Growth, Nurturing Potential*, reflects our belief that every child deserves the opportunity to thrive. Our values of Kindness, Determination, Trust, Creativity, Positivity and Teamwork underpin every aspect of school life and guide pupils as they develop into confident, resilient and compassionate members of their community.

Sundridge & Brasted CE Primary School

At Sundridge & Brasted CE Primary School we believe that every person is uniquely created in the image of God and is loved, valued and respected. Guided by our Christian vision and values, we seek to enable every child to flourish academically, socially, emotionally and spiritually so they may truly shine within our school family and beyond.

"You are the light of the world. A town built on a hill cannot be hidden."

Matthew 5:14

Through our values of Honesty, Kindness, Respect, Responsibility, Forgiveness and Love, we nurture children to become compassionate, responsible citizens who understand how to build positive relationships, care for themselves and others and contribute positively to society.

Across The Darent Federation

Across both schools, Personal, Social, Health and Economic Education (PSHE), including Relationships, Sex and Health Education (RSHE), supports our shared ambition to develop confident, compassionate and responsible young people. Through high-quality teaching, pupils learn to build healthy relationships, make informed choices, recognise and manage risk, value diversity, care for themselves and others and contribute positively to their communities.

While our schools have distinct identities, our commitment to children's wellbeing, dignity, safety and flourishing is shared across the Federation.

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2. Policy Aims

The aims of our PSHE curriculum are to enable pupils to:

- develop healthy, respectful and caring relationships
- understand the importance of physical, emotional, mental and spiritual wellbeing
- recognise and manage risks in everyday life, including online
- understand personal boundaries, privacy and consent in age-appropriate contexts
- use correct scientific vocabulary for the body and for human development
- know how and when to seek support from trusted adults
- celebrate diversity and treat others with dignity and respect
- develop resilience, empathy, self-regulation and responsible decision-making
- prepare confidently for physical and emotional changes associated with growing up
- understand their role as responsible citizens who contribute positively to society.

The curriculum is inclusive and age appropriate and is delivered in a way that reflects the respective character and ethos of each school. At Kemsing Primary School, teaching reflects the Federation vision and values. At Sundridge & Brasted CE Primary School, teaching also reflects the school's Christian vision and values. Across both schools, teaching promotes respect for different beliefs and experiences and makes clear that discrimination, prejudice, harassment and bullying are never acceptable.

3. Legislative and Guidance Framework

This policy has been developed in accordance with:

- Department for Education statutory guidance, *Relationships Education, Relationships and Sex Education and Health Education*, effective from 1 September 2026
- the Children and Social Work Act 2017
- the Education Act 2002
- the Equality Act 2010 and the Public Sector Equality Duty
- the SEND Code of Practice
- Keeping Children Safe in Education, current edition
- Working Together to Safeguard Children, current edition.

Within the Federation Sundridge & Brasted CE Primary School additionally reflects:

- A Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (PSHE)
- Valuing All God's Children
- the Church of England Vision for Education: Deeply Christian, Serving the Common Good.

This policy should be read alongside the school's Child Protection Policy, Behaviour Policy, Equality Information and Objectives and SEND Policy.

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4. Roles and Responsibilities

Role	Responsibility
Governing Body	The Governing Body ensures that the Federation fulfils its statutory duties; that pupils make progress through the curriculum; that teaching is accessible to pupils with SEND; that content, resources and any external provision align with statutory guidance and the ethos of each school; and that parents are proactively engaged and consulted whenever this policy is developed or reviewed.
Executive Headteacher	The Executive Headteacher oversees implementation, ensures staff receive appropriate training, monitors the quality of provision, ensures safeguarding procedures are followed and reports to governors on curriculum effectiveness.
PSHE Subject Leader	The PSHE Subject Leader leads curriculum development, supports colleagues, monitors standards and progression, reviews resources and evaluates the impact of the curriculum.
Staff	All staff delivering PSHE provide factual, age-appropriate and inclusive teaching, create safe and respectful learning environments, model positive relationships, respond appropriately to safeguarding concerns and uphold the vision, values and ethos of their school while promoting the shared principles of the Darent Federation.
Parents and Carers	Parents and carers are children's first educators. The school values partnership with families and provides opportunities for parents to understand the curriculum and discuss questions or concerns.

5. Our PSHE Curriculum

PSHE is taught through the Kapow Primary RSHE and PSHE Scheme of Learning, adapted where needed for the school context, pupil need and mixed-age class organisation. At Sundridge & Brasted, the mixed-age long-term plan supports curriculum organisation. At Kemsing, the standard year-group progression is followed. Across both schools, curriculum mapping is reviewed to ensure complete and appropriately sequenced coverage.

Learning is carefully sequenced from Reception to Year 6 and revisited over time so that pupils build knowledge cumulatively. The scheme covers families and relationships, health and wellbeing, safety and the changing body, citizenship, economic wellbeing and online safety.

Teaching uses discussion, stories, scenarios, retrieval practice, collaborative activities, reflection and age-appropriate problem solving. Teachers establish ground rules before sensitive learning so that pupils can ask questions, listen respectfully and develop confidence without being expected to disclose personal experiences.

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Assessment is formative and informs future teaching. Teachers use questioning, discussion, observation, pupil voice and retrieval activities to monitor understanding and address misconceptions.

The PSHE Subject Leader will audit the Kapow curriculum and any supplementary resources against the complete statutory end-of-primary outcomes whenever DfE guidance changes. Where the published scheme does not fully address an outcome, the Federation will provide additional planned teaching.

PSHE and statutory Relationships and Health Education are normally taught by class teachers through planned lessons set out in the Federation's long-term curriculum plans. Relevant knowledge and skills are also reinforced through science, computing, physical education, collective worship, the wider curriculum and the day-to-day life of each school. Non-statutory Sex Education is delivered principally in Year 6, as explained in section 9. External specialists may contribute where their expertise enhances provision, but responsibility for the content, quality and safeguarding of teaching remains with the Federation.

Kapow progression overview

Phase	Main PSHE learning
EYFS	Self-regulation, special relationships, taking on challenges, listening and following instructions, family and friends, wellbeing.
Key Stage 1	Emotions, helping others feel happy and safe, online safety, health protection, safe choices, families, privacy, personal boundaries and correct names for body parts.
Lower Key Stage 2	Safe and inclusive relationships, respectful communication, online communication, rights and responsibilities, preventing illness and injury, puberty and healthy choices.
Upper Key Stage 2	Healthy relationships, personal identity, online influence, standing up for self and others, puberty, consent, safe choices, rights, responsibilities and human reproduction.

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6. Creating a Safe Learning Environment

PSHE is taught within a calm, respectful and emotionally safe classroom climate. Staff establish clear expectations before lessons, including listening carefully, using appropriate language, respecting different viewpoints and not sharing personal information about themselves or others.

Pupils are encouraged to ask questions and express ideas respectfully. They are helped to distinguish between factual information, personal belief, opinion and values. Teachers use professional judgement when responding to questions and ensure responses are age appropriate, factual, compassionate and consistent with safeguarding procedures.

Teachers recognise that some learning may prompt questions or emotions linked to pupils' own experiences. Lessons are planned sensitively, and staff respond with care while following safeguarding procedures where necessary. Staff cannot promise confidentiality where a child may be at risk of harm.

7. Inclusion, Equality and Adaptive Teaching

Every child has the right to access a broad, balanced and ambitious PSHE curriculum. Teaching reflects the Equality Act 2010 and promotes respect for all people, including in relation to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The school also recognises marriage and civil partnership where this is relevant to adult relationships and family life.

Pupils learn that people may have different protected characteristics, family circumstances, beliefs and life experiences. Teaching promotes understanding, respect and kindness towards all people while recognising that individuals and families may hold different beliefs and values. Pupils are taught that disagreement must never become discrimination, harassment, prejudice or bullying.

Families are presented in an inclusive way. Pupils learn that families may differ in structure and circumstance, including single-parent families, families with same-sex parents, families headed by grandparents, adoptive and foster families, kinship-care families and families that include young carers. Pupils are taught that healthy family life should provide love, care, stability and security for children. The curriculum supports children to value diversity, recognise common humanity and treat others with dignity and respect.

Where teaching includes biological sex or gender reassignment, it will be factual, age appropriate, lawful and impartial. Staff will distinguish established facts and the law from contested views, will not present contested views as fact and will avoid language or activities that reinforce gender stereotypes. Pupils will be taught that everyone is entitled to dignity and respect and that people with protected characteristics are protected from discrimination.

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Adaptive teaching ensures that all pupils, including those with Special Educational Needs and Disabilities (SEND), can access learning successfully. Teachers may use additional preparation, repetition, visuals, social stories, vocabulary support, practical examples, adult support and carefully adapted resources while maintaining high expectations. Particular care is taken where pupils may be more vulnerable to exploitation, abuse, misunderstanding of social situations or difficulties with boundaries and consent.

Adaptations will support pupils with SEND to build knowledge progressively and prepare for adulthood without unnecessarily limiting their entitlement to the curriculum. Staff recognise that some pupils with SEND may be particularly vulnerable to bullying, harmful sexual behaviour, abuse, exploitation or violence. Teaching will therefore include appropriately adapted opportunities to recognise unsafe situations, understand boundaries, communicate concerns and seek help.

8. Safeguarding, Consent and Online Safety

Safeguarding

Safeguarding is integral to PSHE. Pupils learn to recognise safe and unsafe situations, identify trusted adults, seek help if worried, recognise bullying, abuse and inappropriate behaviour, and stay safe both offline and online. Any safeguarding concern arising from PSHE lessons will be managed in accordance with the Child Protection Policy.

Consent, boundaries and privacy

Throughout the curriculum pupils develop an age-appropriate understanding of consent through everyday contexts, including asking permission, respecting personal space, listening to others, recognising that everyone has the right to say no, and understanding that consent must be freely given. As pupils mature, this learning develops into a wider understanding of privacy, boundaries, pressure, coercion, respectful relationships and where to seek help.

Online safety and digital citizenship

Online safety is woven through the PSHE curriculum. Children learn how to build positive online relationships, protect personal information, think critically about online content, recognise that images and videos may be edited or manipulated, and understand that information found online may not always be accurate or trustworthy.

As pupils progress through the school, they develop increasing understanding of digital citizenship, including misinformation, manipulated images, persuasive design, algorithms, influencers, advertising, scams, online pressure, harmful content and the importance of reporting concerns immediately to a trusted adult. Older pupils receive age-appropriate teaching about inappropriate contact, online bullying, harmful behaviour and the emotional impact of online experiences.

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9. Relationships, Health and Sex Education and the right to withdraw

Relationships Education

Relationships Education is **statutory** for all primary-aged pupils and underpins the PSHE curriculum. Pupils learn about families and people who care for them, caring friendships, respectful relationships, bullying, kindness, empathy, forgiveness, reconciliation, diversity, online relationships, digital communication, personal safety and seeking help.

Teaching reflects the ethos of each school. Across the Federation, pupils learn that healthy relationships are built on kindness, honesty, trust, respect, empathy, responsibility and care for others. At Sundridge & Brasted CE Primary School this learning is additionally rooted in the Christian understanding of human dignity, love and enabling all of our children to flourish.

Where a Christian perspective is explored, staff will identify it clearly as a faith perspective and distinguish it from statutory facts and the law.

Health Education

Health Education is **statutory** and supports pupils in understanding how to care for their physical, emotional and mental wellbeing. Pupils learn about recognising and managing emotions, resilience, healthy lifestyles, nutrition, exercise, sleep, hygiene, oral health, medicines, first aid, keeping safe and the physical and emotional changes associated with puberty. Children are encouraged to recognise that asking for help is a sign of strength.

By the end of primary school, Health Education also includes age-appropriate learning about loneliness, change, loss and bereavement; seeking support for mental and physical health; the benefits and risks of time spent online; age restrictions, online gaming, monetisation, scams and addictive behaviour; healthy relationships with food; smoking, vaping, alcohol, drugs and nicotine products; sun safety; sleep; dental health; germs, vaccination and immunisation; safety around roads, railways, water and fire; emergency calls and basic first aid; growth, puberty, the menstrual cycle and the correct scientific names for body parts.

Statutory content is sequenced according to pupils' age and maturity and is taught before pupils are likely to encounter relevant risks or physical changes.

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Sex Education

The National Curriculum for Science includes statutory learning about human development, reproduction and puberty:

At Key Stage 1 pupils should:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults.

At Key Stage 2, pupils should:

- describe the life processes of reproduction in some plants and animals
- describe the changes as humans develop to old age (including puberty)
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Because these elements are part of the **statutory science curriculum**, **parents do not have the right to withdraw their children from these lessons.**

Puberty, the changing body, the correct scientific names for body parts and the menstrual cycle form part of statutory Health Education and are not Sex Education. This content is taught progressively and early enough to prepare pupils before they are likely to experience significant physical changes. Parents do not have the right to withdraw children from this statutory learning.

In addition, the Federation provides a small amount of age-appropriate, non-statutory Sex Education to support pupils' understanding of human reproduction and prepare them for secondary education. This is principally taught in Year 6 and is tailored to the age, maturity and needs of the pupils.

In year 6, the children will participate in a 'sex education day' which will cover the following content:

- Use scientific vocabulary to describe private body parts and explain why this is important.
- Explain conception and name the body parts involved.*
- Order the stages of pregnancy and describe how a foetus develops.*
- Recall different ways babies can be born.*
- Explain how families may be formed, including the process of IVF.*
- Describe babies' needs and how caring for a baby affects daily life.*
- Explain what consent means in everyday relationships and recognise when consent is or is not given.
- Understand, in an age-appropriate way, the meaning of sexual consent and recall the legal age of consent in the UK.*

**These elements contain material that is not covered by the statutory Science, Relationships Education or Health Education curricula. Parents therefore have the right to request withdrawal from these elements.*

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Teaching is factual, medically accurate, age appropriate and sensitive. It uses correct scientific vocabulary and is set within the wider context of healthy relationships, dignity, responsibility, care and lifelong commitment. The programme does not promote sexual activity. It provides pupils with the knowledge they need to understand human development, ask questions safely and make informed, responsible choices as they mature.

Parents and carers will be informed in advance about when non-statutory Sex Education will be taught and will be consulted about its content. The Federation will provide clear information, show parents a representative sample of the resources and make all curriculum materials available to view on request. Parents will be offered opportunities to discuss the programme and will be supported in continuing relevant conversations at home. Resources will be medically accurate, age appropriate, inclusive and consistent with statutory guidance and the respective ethos of each school.

Parents cannot withdraw their child from statutory Science, Relationships Education or Health Education. Parents have the right to request withdrawal from some or all of the non-statutory Sex Education identified above. Requests should be made in writing to the Executive Headteacher using the form in Appendix C.

The Executive Headteacher will meet with the parent, and the child where appropriate, to clarify the nature and purpose of the curriculum and discuss the possible educational, social and emotional effects of withdrawal. A written record will be maintained. In a primary school, a parent's request to withdraw their child from non-statutory Sex Education will be granted automatically.

Where a pupil is withdrawn, the school will provide appropriate, purposeful and supervised education during the lesson.

10. Working in Partnership with Parents and Carers

The Federation recognises that parents and carers are children's first educators and values the important role families play in supporting children's understanding of relationships, health, wellbeing and growing up.

The Federation will work proactively with parents by providing clear information about curriculum content, teaching materials and any external providers. Parents will be consulted whenever this policy is developed or reviewed and will be informed in advance about any material departure from the published programme. This policy is published on both school websites and supplied free of charge on request.

Parents may request to view all materials used to teach RSHE. Materials may be shared through a secure online portal, a presentation or an opportunity to view them in school. Copyright may affect how materials are shared but will not be used as a reason to refuse access. Parents may not veto statutory curriculum content, but their questions and views will be considered carefully.

We encourage open and respectful dialogue, recognising that families may hold different beliefs and experiences. Our curriculum complements learning at home while fulfilling statutory responsibilities and ensuring that all pupils receive the knowledge they need to be safe, healthy and respectful.

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11. Responding to Questions and Use of Visitors

Teachers create a safe and respectful environment in which pupils feel confident to ask questions and explore ideas appropriately. Questions are answered honestly, using language and information that is appropriate to pupils' age and stage of development.

Where a question falls outside the planned curriculum or is not suitable for a whole-class response, teachers will acknowledge and respond supportively. They may provide a limited age-appropriate answer, speak to the pupil individually, encourage discussion with a parent or trusted adult, signpost appropriate support or seek advice from the PSHE Subject Leader or DSL.

Staff will be mindful that leaving a question entirely unanswered may lead a pupil to seek information from unsafe or inappropriate sources, including online.

External organisations or visitors may contribute where their expertise enhances provision. The Federation remains responsible for all content and for the way in which it is taught. Before agreeing any session, the school will:

- check the credentials and suitability of the provider
- review the proposed lesson plan and all materials
- ensure that content is accurate, unbiased, age appropriate, accessible and consistent with this policy
- consider the views of parents where appropriate and ensure that all materials can be viewed by parents
- agree how confidentiality and safeguarding concerns will be managed
- ensure that a member of school staff remains present.

The Federation will not enter into an agreement that prevents teaching materials from being shown to parents. Visitors must respect the respective ethos of each school and understand that responsibility for safeguarding and the curriculum remains with the Federation.

12. Monitoring, Evaluation and Review

The Executive Headteacher, PSHE Subject Leader and Governing Body monitor the effectiveness of this policy and the quality of PSHE provision. Monitoring may include lesson visits, planning review, pupil voice, staff feedback, governor monitoring, resource review and evaluation of safeguarding and curriculum developments.

The policy will be reviewed annually, or sooner if required following changes to legislation, statutory guidance or local safeguarding procedures.

Before approval and at each subsequent review, the Federation will proactively consult parents and carers and will consider the views of pupils and staff. The policy is approved by the Governing Body and implemented by the Executive Headteacher.

The policy is published on both school websites and supplied free of charge on request.

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Appendix A: Equality Act 2010 and Public Sector Equality Duty

Schools are required to comply with relevant requirements of the Equality Act 2010. Schools must not discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, education or how the school is run.

The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. This means schools are free to include a full range of issues, ideas and materials in their syllabus. However, schools must still discharge their wider functions in accordance with the Public Sector Equality Duty.

Although curriculum content is not itself subject to Part 6 of the Equality Act, the way in which RSHE is taught must not discriminate against pupils or amount to harassment.

The Public Sector Equality Duty requires schools, in their decision-making, to have due regard to the need to eliminate discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and those who do not.

Appendix B: Kapow RSHE and PSHE Scheme of Learning

Both Sundridge & Brasted CE Primary School and Kemsing Primary School use the Kapow Primary RSE and PSHE Scheme of Learning. At Sundridge & Brasted, the mixed-age long-term plan supports curriculum organisation. At Kemsing, the standard year-group progression is followed. Across both schools, curriculum mapping is reviewed to ensure complete and appropriately sequenced coverage.

Year	Indicative Kapow units and key learning
EYFS	Self-regulation: My feelings; Building relationships: Special relationships; Managing self: Taking on challenges; Listening and following instructions; My family and friends; My wellbeing.
Year 1/2	Emotions and bodies; safe, kind and caring relationships; online safety; community and money; growing up, privacy, personal boundaries and trusted adults; making safe choices.
Year 3/4	Mind and body; safe and inclusive relationships; online communication and trust; rights and responsibilities; health protection and first aid; puberty and emotional change.
Year 5/6	Mind and body; healthy relationships; online influence; active citizenship and rights; puberty and emotional change; consent, boundaries, safe choices and human reproduction.

The Federation reviews curriculum sequencing annually to ensure that pupils receive full coverage and that learning remains age appropriate, inclusive, well sequenced and responsive to pupil need.

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Appendix C: Parent Form to Request Withdrawal from Non-Statutory Sex Education

Section	Response
Name of child	
Class	
Name of parent/carers	
Date	
Reason for requesting withdrawal from non-statutory Sex Education, if the parent wishes to provide one (optional)	
Any other information you would like the school to consider	
Parent/carers signature	
Agreed actions following discussion with parents/carers	
Executive Headteacher signature	