

Personal, Social, Health and Economic Education (PSHE) Policy



*'Let your light shine before others, that they may see your
good deeds and glorify your Father in heaven'*

Matthew 5:16

Date: September 2026

Date of Review: September 2027

Bierton Church of England Combined School

Personal, Social, Health and Economic Education (PSHE) Policy

Date	Review Date	PSHE Lead/Coordinator	Nominated Governor
22.09.26	09.2027	Kayleigh Reilly-Wheeler, Charlotte Vasku, Mark Glanney	Dianne Mulholland

Our Vision

At Bierton Church of England Combined School, we want to develop children as citizens who make a difference to themselves, their peers and their community. We recognise that every child is different and unique and that every child has strengths and gifts to share. We want our children to find their light and let it shine, developing the confidence, knowledge, skills and character to make positive choices and contribute to the world around them.

'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'

Matthew 5:16

Personal, Social, Health and Economic Education (PSHE) is an important part of our broad and balanced curriculum. It supports pupils' personal, social, emotional, physical and economic development and helps them develop the knowledge, skills and attributes they need to make informed and responsible choices.

Our PSHE curriculum provides pupils with age-appropriate opportunities to learn about relationships, health and wellbeing, personal safety, online safety, economic wellbeing, citizenship and growing up. It enables pupils to explore issues that are relevant to their lives in a safe, supportive and carefully managed environment.

Our provision includes the statutory requirements for **Relationships Education and Health Education**, together with additional non-statutory PSHE content, including Citizenship and, where agreed by the school, Sex Education and First Aid.

The school follows the Department for Education's statutory guidance for Relationships Education, Relationships and Sex Education and Health Education, which was revised in 2025 and came into force on 1 September 2026.

Aims of this Policy

This policy aims to:

- provide clear information to staff, pupils, parents and carers, governors and other relevant agencies about the organisation, content and approach to PSHE education;
- explain how PSHE contributes to the school's Christian ethos and wider curriculum;
- explain how the school meets its statutory responsibilities for Relationships Education and Health Education;
- explain the school's approach to additional, non-statutory PSHE and Sex Education;
- demonstrate how the curriculum supports safeguarding, equality, inclusion and pupils' personal development;
- help parents and carers understand what their children are taught and how they can support learning at home;
- establish clear expectations for the safe teaching of sensitive and personal topics; and
- provide a framework for monitoring, assessment and review.

Statutory Framework

Bierton Church of England Combined School provides Relationships Education and Health Education as required by law.

Relationships Education is compulsory for pupils in primary education and Health Education is compulsory in state-funded primary schools. Primary schools may also choose to provide Sex Education beyond the statutory requirements. Parents have the right to request that their child is withdrawn from some or all of primary Sex Education, but there is no right to withdraw from Relationships Education, Health Education or content taught as part of the Science curriculum.

The school will have regard to:

- the Department for Education's **Relationships Education, Relationships and Sex Education and Health Education statutory guidance**, effective from September 2026;
- the **Equality Act 2010**;
- the **Children and Social Work Act 2017**;
- the **Education Act 1996**;
- the **Education Act 2002**;
- relevant safeguarding legislation and statutory guidance;

- the **Data Protection Act 2018** and UK GDPR;
- the Early Years Foundation Stage statutory framework; and
- relevant Church of England and diocesan guidance.

The school's PSHE provision is delivered as part of a broad and balanced curriculum and contributes to pupils' spiritual, moral, social and cultural development, personal development, safeguarding and preparation for life in modern Britain.

Our Curriculum

Our PSHE curriculum is designed to be inclusive, progressive, age-appropriate and responsive to the needs of our pupils and our school community.

We use the **Kapow Primary RSE & PSHE scheme of work** as the principal framework for our PSHE provision from Reception to Year 6. Kapow's revised 2026 scheme provides a progressive, spiral curriculum from EYFS through Year 6 and has been developed to reflect the revised statutory framework.

The curriculum supports pupils to:

- develop self-awareness, self-respect and confidence;
- understand and manage their emotions;
- develop healthy and respectful relationships;
- recognise and respond to unsafe situations;
- understand how to seek help and support;
- develop healthy habits and understand physical and mental wellbeing;
- develop safe and responsible online behaviours;
- understand their rights and responsibilities;
- develop financial awareness and economic wellbeing;
- appreciate diversity and treat others with dignity and respect;
- understand changes that occur as they grow and develop; and
- develop the knowledge, skills and attitudes required to become responsible members of their community.

The curriculum is underpinned by our Christian ethos and values. Teaching is respectful of pupils' differing backgrounds, family circumstances, beliefs and experiences. As a Church of England school, we seek to provide teaching that is consistent with our Christian character while meeting our statutory responsibilities and ensuring that all pupils are treated with dignity, respect and fairness.

Curriculum Structure

Early Years Foundation Stage

In Reception, PSHE-related learning is embedded primarily through the **Personal, Social and Emotional Development** prime area of the EYFS curriculum.

Kapow's Reception curriculum is organised around:

- **Self-regulation**
- **Building relationships**
- **Managing self**

Learning is developed through play, adult-guided activities, child-initiated learning, stories, discussion, modelling, role play and everyday routines.

PSHE learning is also supported through Communication and Language, Physical Development and Understanding the World. Children develop independence, emotional vocabulary, relationships, cooperation, confidence, healthy habits and an understanding of themselves and others.

EYFS provision follows the statutory EYFS framework and Development Matters guidance alongside the school's use of Kapow resources.

Key Stages 1 and 2

From Year 1 to Year 6, the revised Kapow RSE & PSHE scheme is organised around the following areas:

- **My Healthy Self** – developing knowledge and skills relating to mental and physical health and making healthy choices.
- **Connecting with Others** – developing positive relationships, communication, kindness, respect and understanding boundaries.
- **The Online World** – developing safe, responsible and critical use of online technologies and understanding online risks.
- **Staying Safe** – recognising risks, responding safely, seeking help and developing personal safety strategies.
- **Health Protection** – understanding hygiene, illness prevention, healthy habits and first aid.
- **Growing Up** – understanding physical and emotional changes as children grow, including puberty.
- **Citizenship** – developing understanding of communities, rights, responsibilities, diversity, fairness and financial awareness. This is non-statutory.
- **Sex Education** – optional, non-statutory provision which may be delivered in Year 6 in accordance with this policy and the school's RSE arrangements.
- **First Aid** – additional non-statutory provision where selected by the school.

Kapow describes its revised curriculum as a spiral curriculum in which important knowledge and concepts are revisited and developed with increasing depth and maturity.

Curriculum Planning and Delivery

Teachers use the Kapow RSE & PSHE scheme of work, including its long-term planning, progression documents, lesson plans, resources and teacher guidance, as the basis for curriculum planning.

Teachers may adapt lessons to meet the needs of their pupils, including pupils with SEND, pupils requiring additional support and pupils requiring greater challenge. Adaptation will not remove statutory content or undermine the intended learning.

Teachers may use carefully selected additional resources where these:

- support the learning objectives;
- are age-appropriate;
- are consistent with this policy;
- are factually accurate;
- support the statutory guidance;
- are inclusive and appropriate to the school community; and
- have been reviewed and approved by the relevant teacher and/or subject leader.

Kapow's 2026 scheme provides lesson plans, resources, progression information and additional teacher support, including guidance designed to support teacher confidence when delivering sensitive content.

PSHE may be taught through dedicated lessons as well as through meaningful cross-curricular links and wider school provision. Relevant links may include:

- Science;
- Computing and online safety;
- PE and physical health;
- English and children's literature;
- Religious Education;
- Geography and sustainability;
- Citizenship;
- assemblies and collective worship;
- themed days and weeks; and
- wider school and community activities.

Cross-curricular provision does not replace the planned PSHE curriculum.

Spiral and Progressive Learning

Our PSHE curriculum follows a spiral approach. Pupils revisit important concepts at different stages, building on previous learning and developing greater knowledge, vocabulary, understanding and independence.

Teachers should consider pupils' prior learning when planning lessons and should avoid unnecessary repetition while ensuring that essential knowledge is revisited and secured.

Kapow's progression model demonstrates how knowledge and skills develop from Reception through Year 6 across its curriculum areas.

Relationships Education

Relationships Education is statutory in primary schools.

Our curriculum teaches pupils about the building blocks of positive and safe relationships, including:

- families and people who care for us;
- friendships;
- respectful relationships;
- kindness and consideration;
- boundaries;
- recognising inappropriate behaviour;
- asking for help;
- being safe;
- online relationships and behaviour;
- managing disagreements;
- recognising unhealthy or unsafe relationships; and
- respecting differences between people.

Relationships Education is taught in an age-appropriate manner and forms part of the school's wider safeguarding provision.

The curriculum recognises that families can be different and that children may have different family circumstances. Teaching is inclusive and respectful and does not assume that every pupil has the same family structure or experience.

Health Education

Health Education is statutory for pupils in state-funded primary schools.

Our curriculum supports pupils to understand and look after their physical and mental health and wellbeing.

Areas of learning include:

- mental wellbeing;
- emotional literacy and managing emotions;
- resilience and coping strategies;
- physical health and fitness;
- healthy eating and nutrition;
- sleep and rest;
- personal hygiene;
- dental health;
- prevention of illness;
- medicines and health-related decisions;
- drugs, alcohol and tobacco;
- online safety and online harms;
- keeping safe;
- basic first aid;
- changes associated with growing up and puberty; and
- knowing when and how to seek help.

The statutory Health Education content relating to puberty and the changing adolescent body is taught as part of the curriculum. Parents do not have the right to withdraw pupils from statutory Health Education or from relevant Science content.

Growing Up, Puberty and Body Knowledge

Pupils are taught about their bodies in an age-appropriate and respectful manner.

Correct scientific terminology is introduced appropriately from the early years, including accurate names for body parts. This supports pupils' understanding of their bodies and contributes to safeguarding by enabling them to communicate clearly about their bodies and any concerns.

Learning about growing up and puberty is progressively developed through the Kapow curriculum. Pupils learn that bodies change as people grow and are supported to understand physical and emotional changes in an age-appropriate way.

Sex Education

Primary Sex Education is not statutory beyond the relevant requirements of the Science curriculum. Bierton CE Combined School chooses to provide additional, age-appropriate Sex Education as part of its wider PSHE/RSE provision.

The school uses the optional Kapow Sex Education provision where selected by the school. Kapow's revised 2026 scheme identifies Sex Education as non-statutory and provides an optional Year 6 unit concerning how people become parents and carers.

The school will clearly identify which lessons constitute additional, non-statutory Sex Education.

Parents/carers will be informed about the content and timing of designated Sex Education lessons. Information about the curriculum and relevant resources will be made available so that parents/carers can understand what their child will be taught.

Withdrawal from Sex Education

Parents have the right to request that their child is withdrawn from some or all of the school's additional, non-statutory Sex Education.

Where a parent requests withdrawal, the Headteacher will discuss the request with the parent and, where appropriate, the pupil. The purpose and content of the lessons, together with the potential implications of withdrawal, may be discussed.

In primary schools, a request to withdraw from Sex Education must be granted, except where the content forms part of the Science curriculum. Pupils cannot be withdrawn from statutory Relationships Education, Health Education or Science. 

Where a pupil is withdrawn, the school will provide appropriate and purposeful learning during the period of withdrawal.

Science and PSHE

PSHE and Science are planned to complement one another.

The Science curriculum includes statutory learning relating to human development, reproduction, growth and puberty. Such content is taught as part of Science and pupils cannot be withdrawn from it.

Where PSHE/RSE revisits scientific content, teachers will ensure that the purpose and context of the learning are clear.

Drugs, Alcohol, Tobacco and Medicines

The school teaches age-appropriate learning about drugs, alcohol, tobacco and medicines through the Kapow RSE & PSHE curriculum.

Pupils learn that medicines can be beneficial when used appropriately but may be harmful when misused. They develop an age-appropriate understanding of risks associated with alcohol, tobacco and other drugs and learn strategies for keeping themselves safe.

Teaching is progressive from Reception to Year 6 and is adapted according to pupils' age, maturity and needs.

Where external visitors or specialists are used, their contribution must be approved in advance and must complement rather than replace the school's planned curriculum.

Online Safety

Online safety is an integral part of PSHE and is also reinforced through Computing and the wider curriculum.

Pupils are taught about:

- safe and responsible use of technology;
- privacy and personal information;
- communicating respectfully online;
- recognising unsafe or inappropriate content;
- online relationships;
- misinformation and unreliable information;
- online harms;
- seeking help when something online causes concern; and
- the importance of balancing online and offline activities.

Kapow's revised scheme includes **The Online World** as a distinct curriculum area, progressively developing pupils' understanding from Reception through Year 6.

Managing Difficult Questions and Confidentiality

PSHE lessons are taught within a safe, respectful and supportive environment.

At the beginning of the academic year, teachers establish agreed ground rules with pupils. These may include:

- listening respectfully;
- allowing others to speak;
- not laughing at or ridiculing another person's contribution;

- respecting differences;
- using appropriate language;
- not sharing another person's personal information; and
- understanding that staff cannot promise absolute confidentiality.

Teachers use age-appropriate distancing techniques, fictional scenarios, stories, case studies and hypothetical examples where appropriate. These enable pupils to explore sensitive subjects without being required to disclose personal experiences.

Pupils are encouraged to ask questions. Teachers will answer questions honestly, accurately and in an age-appropriate manner.

A question may be deferred or answered individually where it is not appropriate to address it in front of the whole class.

If a question or disclosure causes a member of staff to have a safeguarding concern, the matter must be reported immediately to the Designated Safeguarding Lead in accordance with the school's safeguarding procedures.

PSHE lessons must never be used to investigate or encourage pupils to disclose personal experiences of abuse or other safeguarding concerns.

Safeguarding

PSHE contributes directly to the school's safeguarding provision.

Through PSHE, pupils learn how to recognise unsafe situations, establish boundaries, identify trusted adults, seek help and respond to risks.

Any disclosure or safeguarding concern arising during PSHE must be dealt with in accordance with the school's current Safeguarding and Child Protection Policy.

Staff must never promise confidentiality where a safeguarding concern may be involved.

The DSL/Deputy DSL will be informed in accordance with the school's safeguarding procedures.

Inclusion, Equality and SEND

The school is committed to an inclusive PSHE curriculum which enables all pupils to participate and make progress.

The curriculum is delivered in accordance with the Equality Act 2010 and the school's equality policies.

Teachers will consider:

- SEND and additional learning needs;
- communication and language needs;
- individual emotional and social needs;
- pupils' different family circumstances;
- cultural and religious backgrounds;
- pupils who may have experienced trauma or loss;
- pupils who require additional challenge; and
- any relevant safeguarding or pastoral information.

Lessons will be adapted where necessary while retaining the essential intended learning.

Where a topic may be particularly sensitive for an individual pupil, teachers should liaise with the SENCO, DSL, pastoral staff or SLT as appropriate before teaching the lesson.

Kapow's revised curriculum is designed to support inclusive learning and provides opportunities to explore difference, respect and belonging.

Christian Character and Faith Perspective

As a Church of England school, our Christian ethos informs the way in which PSHE is taught and lived throughout the school.

Our provision promotes:

- dignity and respect;
- compassion;
- forgiveness;
- kindness;
- honesty;
- responsibility;
- service;
- respect for others;
- valuing every individual; and
- making positive contributions to the community.

Teaching is inclusive and respectful of pupils from different backgrounds and beliefs. Statutory Relationships and Health Education is taught in accordance with the DfE

statutory framework while being delivered within the distinctive Christian character of the school.

Church schools may also consider relevant diocesan guidance alongside statutory requirements when selecting and delivering RSHE.

Teaching and Learning Approaches

A range of teaching approaches are used, including:

- discussion;
- paired and group work;
- stories and scenarios;
- role play;
- problem solving;
- reflection;
- video and multimedia resources;
- written activities;
- practical activities;
- case studies;
- quizzes and retrieval activities; and
- opportunities for pupils to practise decision-making and communication skills.

Teachers will ensure that activities are appropriate to the age, maturity and needs of pupils.

PSHE should not rely solely on worksheets. Opportunities should be provided for pupils to discuss, practise and apply learning.

Visitors and External Agencies

Visitors and external agencies may contribute to PSHE where their involvement adds value to the planned curriculum.

All external contributions must be:

- approved by the Headteacher or appropriate member of SLT;
- relevant to the school's curriculum;
- age-appropriate;
- consistent with this policy;
- consistent with the school's Christian ethos;
- consistent with safeguarding requirements; and
- appropriately risk assessed.

Visitors will not replace the teacher's responsibility for the curriculum.

The teacher remains present and responsible for managing the lesson and pupils.

All visitors must comply with the school's safeguarding and visitor procedures. Visitors must sign in and out, wear the appropriate visitor identification and follow all school safeguarding requirements.

Any disclosure made to a visitor must be passed immediately to the DSL or an appropriate member of school staff. Visitors must not investigate disclosures themselves or contact parents/carers directly.

Working with Parents and Carers

The school recognises the important role parents and carers play in supporting children's personal, social, emotional and physical development.

Parents and carers will be given appropriate information about the PSHE curriculum and will be encouraged to discuss learning with their children.

The school will provide information about:

- the curriculum content;
- the school's approach to Relationships Education;
- Health Education;
- additional Sex Education;
- relevant resources;
- withdrawal arrangements; and
- sources of support.

The school welcomes questions and discussion with parents and carers and encourages parents to contact the class teacher, PSHE lead or Headteacher if they have questions or concerns.

Kapow provides parent-facing information for schools using its revised 2026/27 RSE & PSHE curriculum, including an overview of what children learn across Reception to Year 6.

Impact

The impact of our PSHE curriculum will be reflected in pupils' knowledge, skills, attitudes and behaviour.

By the time pupils leave Bierton CE Combined School, they should:

- understand how to maintain healthy relationships;
- recognise characteristics of respectful and unhealthy relationships;
- understand how to seek help and support;
- understand how to keep themselves safe online and offline;
- understand how to look after their physical and mental health;
- know about appropriate healthy lifestyle choices;
- understand changes associated with growing up and puberty;
- understand basic approaches to preventing illness and responding to emergencies;
- have developed age-appropriate financial awareness;
- understand their rights and responsibilities;
- respect difference and diversity;
- demonstrate empathy, kindness and consideration;
- understand that their actions have consequences;
- have strategies for managing challenges and emotions; and
- be increasingly confident in making informed and responsible decisions.

The intended outcome is that pupils can use their PSHE learning in real-life situations and have the knowledge and confidence to seek appropriate help when needed.

Assessment

There is no requirement for pupils to sit formal statutory tests in PSHE.

Teachers use formative assessment throughout the curriculum to identify pupils' prior knowledge, misconceptions, progress and areas requiring further development.

Assessment approaches may include:

- questioning;
- discussion;
- retrieval activities;
- pupil reflection;
- quizzes;
- observation;
- written work;
- practical activities;
- pupil voice; and
- end-of-unit assessment activities provided through the Kapow scheme.

Assessment is used to inform future teaching and ensure that pupils are making appropriate progress.

Teachers should not assess pupils' personal experiences, feelings or disclosures. Assessment should focus on knowledge, understanding and relevant skills rather than personal circumstances or beliefs.

Monitoring and Evaluation

The PSHE lead, SLT and governors monitor the implementation and impact of the PSHE curriculum in accordance with the school's monitoring cycle.

Monitoring may include:

- reviewing curriculum plans;
- reviewing pupils' work and evidence;
- lesson visits;
- discussions with pupils;
- discussions with staff;
- review of assessment information;
- review of curriculum coverage;
- review of parent feedback;
- monitoring of staff confidence and training needs; and
- consideration of safeguarding or pastoral themes arising from PSHE teaching.

The PSHE lead will ensure that the school keeps up to date with changes to statutory guidance and relevant curriculum developments.

Kapow's revised 2026 scheme provides subject-leader information relating to intent, implementation, progression and assessment, which will support the school's monitoring and evaluation processes.

Staff Training and Support

The school will provide appropriate support and professional development to ensure staff are confident to deliver PSHE, including sensitive and potentially challenging content.

Staff may access:

- Kapow teacher guidance and CPD;
- school-based training;
- local authority or diocesan training;
- safeguarding training;
- relevant national guidance; and
- other appropriate professional development.

Teachers should seek advice from the PSHE lead, DSL, SENCO or SLT when they require additional support with sensitive content or individual pupil needs.

Roles and Responsibilities

Governing Body

The Governing Body is responsible for approving this policy and ensuring that the school has appropriate arrangements for Relationships Education, Health Education and wider PSHE provision.

Governors will hold the Headteacher and school leadership to account for effective implementation.

Headteacher

The Headteacher is responsible for:

- ensuring that PSHE is appropriately planned and delivered;
- ensuring statutory requirements are met;
- ensuring this policy remains current;
- overseeing parental withdrawal requests relating to additional Sex Education;
- ensuring appropriate safeguarding arrangements are in place; and
- ensuring staff have appropriate support and training.

PSHE Lead

The PSHE lead is responsible for:

- leading and managing PSHE across the school;
- supporting staff with curriculum planning and delivery;
- overseeing the implementation of the Kapow scheme;
- monitoring coverage and progression;
- supporting assessment and evaluation;
- identifying training needs;
- keeping up to date with statutory guidance; and
- reporting to SLT and governors as appropriate.

Teachers and HLTAs

Teachers and HLTAs involved in delivery are responsible for:

- delivering the planned curriculum;
- adapting teaching appropriately;

- establishing safe classroom expectations;
- responding appropriately to questions;
- following safeguarding procedures;
- maintaining professional boundaries; and
- assessing pupils' learning.

Pupils

Pupils are expected to:

- participate positively in PSHE;
- listen respectfully to others;
- respect differences;
- follow agreed classroom expectations;
- avoid sharing personal information about others; and
- seek help when they are worried or feel unsafe.

Evidence and Recording

PSHE learning may be evidenced through:

- pupils' written work;
- photographs;
- drawings;
- reflection activities;
- recorded discussions where appropriate;
- practical activities;
- pupil voice;
- assessment activities; and
- other appropriate curriculum evidence.

The nature of PSHE means that evidence will not necessarily take the form of written work for every lesson.

Staff should not record or retain unnecessary personal or sensitive information about pupils arising from PSHE discussions.

Confidentiality and Data Protection

PSHE teaching must comply with the school's data protection requirements.

Personal information relating to pupils or staff must be handled in accordance with the **Data Protection Act 2018**, UK GDPR and the school's relevant policies.

Staff and visitors must not discuss pupils' personal information outside the appropriate professional channels.

Where information needs to be shared because of a safeguarding concern, this must be done in accordance with safeguarding procedures and relevant information-sharing requirements.

Review of the Policy

This policy will be reviewed annually, or sooner if there are significant changes to legislation, statutory guidance, the school's curriculum, safeguarding requirements or the Kapow scheme.

The next scheduled review is **September 2027**.

Useful Information for Parents and Carers

The school recommends the following sources of information and support:

- Department for Education – Relationships Education, Relationships and Sex Education and Health Education statutory guidance.
- Department for Education – guides for parents on Relationships and Health Education.
- Kapow Primary – RSE & PSHE parent information.
- Parent Zone – advice and support for families in a digital world.
- NSPCC – advice about keeping children safe.
- CEOP Education/Thinkuknow – advice about online safety.

Policy Approval

Policy written/revised by:

Kayleigh Reilly-Wheeler, Mark Glanney and Charlotte Vasku

Date: 22.09.26

Headteacher: _____

Date: _____

Chair of Governing Body: _____

Date: _____