



The Forest CE Federation

'Small enough to care. Large enough to inspire

Valuing all God's children '

'All things are possible for one who believes' Mark 9 v 23

PSHE and RSE Policy

The Teaching and Learning of Personal, Social, Health Education and Relationships and Sex Education within the Forest Federation

(Incorporating the Kappow Scheme of Work)

Visions and Aims

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community**.

Everyone is valued as an individual and helped to develop and progress in their own unique way within a Christian environment. Our vision, '**Small enough to care. Large enough to inspire. Valuing All God's children**' is at the core of everything we do.

The curriculum we offer is not merely academic, but embraces the spiritual, moral, social and cultural development of all pupils and is deeply rooted in our vision that:

'All things are possible for one who believes'
- Mark 9 v23 .

We believe in the "whole child" and are committed to children's wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values. PSHE naturally dovetails into this work.

Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment.

We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.

Key Principles

At the Forest Federation, we teach Personal, Social, Health Education to support children's development in learning to live a healthy lifestyle and make positive choices while living in a diverse world.

Scheme of work

The Forest Federation use The Kapow Programme which offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning. The overview of the programme can be seen on the school

website. As this is a published scheme, we review changes e.g. any new guidance from the DfE – to ensure it remains aligns with the overall content and values of the Federation. We also share information with our parents.

Our PSHE curriculum contributes to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

As a Christian school, we seek to promote a love for one another, led by our RE and PSHE teaching, in line with the teachings of Jesus.

Parent consultation

With the introduction of the new Department for Education Statutory guidance on relationships education, relationships and sex education (RSE) and health education (July 2025) the Forest Federation has pro-actively engaged parents to make sure they are aware of what is being taught in RSHE. We have done this by information in the Federation Newsletter, the school website and offering any meetings to discuss any aspect.

Our PSHE policy is also informed by existing DfE guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [SIAMs guidance for Church schools](#) (guidance to show a distinctively Christian vision and its impact on both pupils and adults).

Depth and Balance

Kapow covers all areas of PSHE for the primary phase including statutory Relationships and Health Education.

Learning builds progressively across the key areas of **My healthy self, Connecting with others, The online world, Staying safe, Health protection, Citizenship and Growing up**, with units on **Sex education** and **First aid** in Year 6. Within these key areas, pupils revisit important knowledge and concepts with increasing depth and maturity.

Alongside this, the strands of **self-regulation, managing self, building relationships and critical thinking** show how pupils' personal and social skills develop from Reception to Year 6, supporting them to make thoughtful, informed choices and to thrive in school and beyond.

Reception

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The prime areas, Communication and language, Physical development and Personal, social and emotional development, lay the foundations for children to achieve in all areas of learning and life. The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the Personal, social and emotional development prime area and are referenced in the Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory Development Matters guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however, please be aware that these areas are interrelated.

In Reception, RSE & PSHE learning focuses on developing the skills set out in the Early Years Framework for Personal, Social and Emotional Development. These include:

- **Self-regulation** – understanding feelings, managing emotions and beginning to control behaviour.
- **Managing self** – developing independence, resilience, understanding rules and looking after personal needs.
- **Building relationships** – learning to work and play with others, form friendships and show care for others.

Kapow Primary's Reception units are designed to support these areas through age-appropriate activities, stories and discussions, helping pupils develop the foundations they need for learning and relationships as they move through school.

Key Stage 1

Key Stage One children build on the previous knowledge of the EYFS curriculum by taking ownership of the topics. They are encouraged to discuss and develop their own charters, evaluate their successes and consider how to build on their previous skills. They begin to assess similarities and differences between themselves and others, celebrating the value of each person's uniqueness. Relaxation and mindfulness are explored closely, including the physical sensations, so that children can become more attune the messages their body is sending them. Children learn about the life cycles of animals, including humans, and learn to use the correct anatomical parts. The investigate the differences between boy's and girl's anatomy simply.

Key Stage 2

During Key Stage 2, the children will gain a greater depth of PSHE understanding, exploring how lessons learnt in the school and church community can be applied to the wider world and their citizenship responsibilities.

Children will be taught to challenge prejudice and bullying safely. They will consider how to positively influence the world around them through their actions and their words. Citizenship growth will sit side by side with growth in their Christian faith. In essence, our faith in action.

Children will investigate safe use of medicines and learn to manage their choices around substance use. As our schools are considered vulnerable to 'County Lines' trafficking, Kapow work will be supplemented with PCSO visits to raise children's awareness of this practise. Staff will work closely with their allocated officer to ensure children have the tools to disengage with this confidently and safely.

The children will also learn about how their bodies will change through puberty and how this might impact on their emotions and mental health. They will explore sex education, more details of which can be found later in this policy.

Children also consider school transition and what it will mean for them. They explore internet safety and social media, looking at the effects of these on our mental health and well-being, both positive and negative. Children will learn how to use these platforms safely and responsibly.

Outline of KS1 and KS2 units

Years 1-6

- **My healthy self** – learning how to look after mental and physical health and making choices that support wellbeing.
- **Connecting with others** – learning to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
- **The online world** – learning to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
- **Citizenship** – learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
- **Staying safe** – learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
- **Growing up** – learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.
- **Health protection** – learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.

Kapow Primary's RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** Pupils revisit the five key areas throughout KS1 and KS2.;
- **Increasing depth:** each time a key area is revisited, it is covered with greater depth and increasing maturity;
- **prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Relationships and Sex Education (RSE) within the Forest Federation

RSE (or Relationships and Sex Education) involves the delivery of lessons that aim to prepare all pupils for the opportunities, responsibilities and experiences of adult life, taking note of their moral spiritual, cultural, mental and physical development at school and in the world. Our study of RSE should equip students with the building blocks for healthy relationships, such as what it looks like and how to nurture one, consent, boundaries and emotionally healthy communication.

Within the Forest Federation, we aim to develop age-appropriate RSE in the context of a broad and balanced curriculum. All content delivered and resources used as part of the teaching RSE is provided by Kapow and incorporated within the school's PSHE and RSE Long-Term Planning.

Aspects of this are also taken and covered in the National Curriculum Science units of work.

The school aims to achieve the following outcomes for all pupils.

At the end of KS1, pupils should be able to:

- value themselves;
- recognise and communicate their feelings:
- form friendships and relationships
- name the parts of the body in order to distinguish between male and female and
- understand the difference between appropriate and inappropriate touch.

At the end of Key Stage 2, pupils should understand:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth;
- the range of their own and others' feelings and emotions;
- the importance of personal safety and what to do or to whom to go when feeling unsafe;
- name the parts of the body in order to distinguish between male and female and
- understand the difference between appropriate and inappropriate touch.

Content of the RSE programme by year group

EYFS

- Growing Up – How have we changed since we were babies?

Year 1

- My Changing Body – Understanding that growing and changing is natural and happens to everybody a different rate
- Boys' and Girls' bodies – Appreciating the part of the body which make us different as well as understanding and using the correct vocabulary to identify and name these parts

Year 2

- The Changing Me – Where am I on the journey from young to old. What changes can I be proud of?
- Boys and Girls – Differences between boys and girls – how do we feel about them. Which parts of my body are private?

LKS2

Year 3

- Outside body changes – How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
- Inside body changes – How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them

Year 4

- Having a baby – The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens.
- Girls and Puberty – How a girl's body changes so that she can have a baby when she's an adult – including menstruation

UKS2

Year 5

- Puberty for girls – Physical changes and feelings about them – importance of looking after yourself
- Puberty for boys – Developing understanding of changes for both sexes – reassurance and exploring feelings
- Conception – Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life

Year 6

- Puberty – Consolidating understanding of physical and emotional changes and how they affect us
- Girl talk/boy talk – A chance to ask questions and reflect (single sex)
- Conception to birth – The story of pregnancy and birth

Continuity and Progression

At the Forest Federation we allocate 1 hour directed time to PSHE each week to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Kapow allows us to teach PSHE through mixed-age planning to Years 1/2, 3/4 & 5/6.

Class teachers deliver the weekly lessons to their own classes, using a selected range of Kappow plans to deliver the skills. Class Collective Worship can be an opportunity for teachers to expand on this work, using our Roots and Fruits worship (see RE policy).

Equal Opportunities

All children are entitled to access the PSHE curriculum in line with the school's policy for equal opportunities. Each Kapow unit has assessment materials available to allow all staff to challenge and support children as appropriate. As we teach mixed aged classes, teachers can adjust lessons to stretch and support all children regardless of age.

Resources and Health and Safety

Central resources in PSHE are the responsibility of the PSHE lead and Class teachers. All planning and resource masters can be accessed via the Shared Planning area and via the Kapow website. Class teachers will be expected to print and manage practical resources as they are needed. Teachers will follow safeguarding procedures in line with the school's policy in the event of any discussions causing concern.

Assessment

Formative assessment is used as a guide to the progress of individual children in PSHE. Each Kapow unit has assessment materials available, so teachers can assess learning either lesson by lesson or topic by topic. Teachers will carry out formative assessment through group discussion, self-evaluation and observations.

Summative assessment is a requirement for EYFS children and may also be used for individuals causing particular concern. Class teachers will report on all children's progress in PSHE as part of their annual report to parents and discussions at parents evenings.

The Role of the PSHE Lead

The PSHE Lead is responsible for

- Taking the lead in policy development and the implementation of the scheme of work
- Supporting colleagues in their development and implication of plans
- Monitoring the resources and informing the Headteacher of any action needed
- Keep up to date with developments in PSHE
- Monitor the teaching and learning of PSHE throughout the federation

The Delivery of RSE within the Forest Federation

The RSE programme is taught by class teachers in mixed gender groups wherever possible. Involvement of external agencies helps to enrich the delivery of RSE but does not replace RSE within the taught curriculum.

The subject will be dealt with in a sensitive, but informative a manner as possible and due attention will be paid to matching teaching to the maturity of the pupils involved. The programme will be carefully structured but spontaneous questions and issues will be dealt with by the teachers involved giving as much detail as they feel is necessary. In discussing ground rules, the children will be asked not to discuss the contents of the lessons with younger pupils.

Additionally, we encourage and remind children not to ask personal questions of each other or the staff involved. Pupils will be encouraged to discuss the lessons with their parents/carers and parents/carers will be encouraged to instigate discussions about the classes with their children. Before the programmes are seen by the pupils, parents are given reasonable notice that they are about to take place to allow parents time to give consent and discuss with their children if necessary. Resources used during the RSE programme are available on request for parents/carers to view and comment on.

The Role of Parents and The Right to Withdraw

We hope and expect that our programme will support the initiation of dialogue at home. Parents and teachers both need to engage with children about the messages that they get from the media and give them opportunities for discussion. Therefore, parents will be informed and supported to understand the programme delivered within the Forest Federation and the part they can play in this. We have an important role to play in helping and supporting parents to talk to their children and we will do so by providing a clear outline of our work in school newsletters/Class Dojo stories and through this policy, and by request.

Parents are not allowed to withdraw their children from health and relationship education as it is a compulsory subject as of September 2020. This includes the teaching of puberty.

As a Federation, we only cover aspects of sex education from the Kapow units, and KS2 science national curriculum. These are taught in Years 5 and 6 and we provide opportunities for parents to view the materials being used.

We would always encourage parents to discuss any concerns they have with us.

Review

This policy will be reviewed in line with the deadlines set by SMT. It will also be looked at in light of any changes to the Forest Federation or the National Curriculum.

Status

- **Reviewed:** October 2026
- **Reviewed by:** Stuart Guest (Executive Headteacher)
- **Date for Next review:** October 2027