Carr Infant School

Confidence - Communication - Creativity

PSHE and RSE at Carr Infant and Nursery School

Please see further information about our curriculum via this link:

RSE & PSHE Parent Information | Kapow Primary

Parent and Carer Consultation

Helping children to understand themselves, build positive relationships and stay safe

At Carr Infant and Nursery School, we believe that children's personal, social and emotional development is an essential part of their education. We want every child to feel valued, included and safe, and to develop the confidence and skills to look after themselves and others.

Our PSHE and RSE curriculum supports children to understand themselves, their feelings, relationships, health, safety and their place in the wider world.

We use the **Kapow Primary RSE and PSHE scheme** to support teaching from Reception to Year 2. In Nursery, learning is developed through the Early Years Foundation Stage (EYFS) Framework, Development Matters, everyday experiences, play and adult-led activities.

We are sharing this overview as part of our parent consultation and welcome your views.

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1. What do PSHE, RSE and PSED mean?

PSHE – Personal, Social, Health and Economic Education

PSHE helps children develop the knowledge, understanding and skills to:

- Understand themselves and their feelings.
- Build positive relationships and friendships.
- Look after their physical and mental health.
- Make safe and sensible choices.
- Understand rules, responsibilities and fairness.
- Become confident, independent and responsible members of their community.

RSE – Relationships and Sex Education

RSE helps children develop an understanding of:

- Different families and the people who care for us.

- Friendships and positive relationships.
- Kindness, respect and consideration for others.
- Personal space, privacy and boundaries.
- Recognising when something feels uncomfortable or unsafe.
- Knowing how and where to seek help from a trusted adult.

In primary school, the focus is on age-appropriate Relationships Education, health, wellbeing and keeping safe. Learning builds gradually as children develop.

PSED – Personal, Social and Emotional Development

PSED is one of the three prime areas of learning within the EYFS Framework. It provides the foundations for children's emotional wellbeing, independence and relationships.

It focuses on three key areas:

- **Self-regulation:** recognising and managing feelings and beginning to understand the feelings of others.
- **Managing self:** developing independence, confidence, resilience and healthy habits.
- **Building relationships:** forming friendships, showing kindness and learning to play and work with others.

PSED is particularly important in Nursery and Reception and underpins children's wider learning and personal development.

2. What is statutory and what is non-statutory?

Schools in England have statutory responsibilities for Relationships Education and Health Education. These requirements are set out in the Department for Education's statutory guidance, updated in September 2026.

Statutory learning

This is learning that schools are required to provide. It includes:

- Families, friendships and positive relationships.
- Respect, kindness and treating others fairly.
- Mental wellbeing and understanding feelings.
- Physical health and healthy lifestyles.
- Online safety.
- Personal safety, privacy and boundaries.
- Understanding our bodies and how to look after ourselves.
- Knowing how to recognise when we need help and where to find support.

The EYFS Framework also sets out statutory requirements for early years providers. PSED is a prime area of learning within this framework.

Non-statutory learning

This is additional learning that schools can choose to include to broaden children's knowledge and personal development. It can include:

- Citizenship and being part of a community.
- Understanding rules, rights and responsibilities.

- Democracy, fairness and having a voice.
- Developing an understanding of money and economic wellbeing.
- Wider learning about similarities, differences and diversity.

We include appropriate non-statutory learning because it helps children develop the knowledge and skills to become thoughtful, caring and responsible members of society.

Sex Education

Sex Education is different from Relationships Education. Primary schools are not required to provide additional Sex Education beyond the statutory Science curriculum.

There is no additional Sex Education programme planned for children in Nursery, Reception, Year 1 or Year 2.

Children will receive age-appropriate teaching about relationships, their bodies, privacy, personal safety and growing up. Statutory Science learning is taught as part of the National Curriculum.

3. How does learning develop from Nursery to Year 2?

Our curriculum is progressive. Children revisit important themes and build their understanding as they grow in confidence, independence and maturity.

Nursery – Building the foundations

Learning is embedded through play, daily routines, stories, adult interactions and everyday experiences.

Children begin to:

- Recognise and communicate their feelings.
- Develop relationships with familiar adults and other children.
- Share, take turns and play alongside and with others.
- Understand simple rules and expectations.
- Develop independence with personal care and hygiene.
- Understand that they can ask an adult for help.
- Begin to recognise how to keep themselves safe.

Reception – Developing understanding

Children continue to develop the three strands of PSED within the EYFS Framework, supported by Kapow learning.

- **Self-regulation:** recognising feelings, beginning to manage emotions and understanding the feelings of others.
- **Managing self:** developing independence, resilience, healthy habits and understanding expectations.
- **Building relationships:** developing friendships, sharing, taking turns, showing kindness and working with others.

Learning takes place through stories, discussions, practical activities, play and adult guidance.

Year 1 – Developing knowledge and confidence

Children explore PSHE and RSE through more structured Kapow lessons and discussions.

Learning includes:

- Understanding families and friendships.
- Recognising and managing different feelings.
- Showing kindness, respect and consideration.
- Understanding what helps us to stay healthy.
- Developing awareness of personal safety and boundaries.
- Knowing who trusted adults are and how to ask for help.
- Beginning to understand our responsibilities within the school and wider community.

Year 2 – Building independence and responsibility

Children revisit and extend their learning, developing greater confidence in applying it to different situations.

Learning includes:

- Developing positive friendships and resolving disagreements.
- Understanding other people's feelings and viewpoints.
- Recognising respectful and disrespectful behaviour.
- Understanding personal boundaries, privacy and appropriate contact.
- Developing knowledge of physical and emotional wellbeing.
- Making safe choices, including when using the internet.
- Understanding rules, fairness, responsibilities and the needs of others.
- Developing confidence to speak up, express opinions and seek help.

4. How do we teach PSHE and RSE?

We recognise that children learn in different ways and at different rates. Our teaching is inclusive and adapted to meet the needs of all children.

Learning may include:

- Stories, picture books and age-appropriate resources.
- Circle time and structured discussions.
- Role play, practical activities and scenarios.
- Visual prompts, symbols and communication aids.
- Opportunities to share ideas and express opinions in different ways.
- Everyday conversations and modelling by adults.

Our daily circles also reinforce important messages about behaviour, relationships, safeguarding, personal development and British Values.

Children are not expected to share personal or private experiences. Teachers use carefully planned examples and scenarios to help children explore ideas in a safe and supportive environment.

5. How do we keep children safe when teaching these subjects?

We create a supportive environment where children can ask questions, share their thoughts and know that adults will listen.

We:

- Use age-appropriate language and resources.
- Establish clear expectations for respectful discussion.
- Respect children's individual experiences and family circumstances.
- Avoid asking children to disclose personal information.
- Reinforce the importance of speaking to a trusted adult.
- Follow our school safeguarding procedures if a child shares a concern.

We recognise that children with additional communication and learning needs may express their understanding in different ways. We make appropriate adaptations so every child can participate and have their voice heard.

6. Working in partnership with parents and carers

We recognise that parents and carers are children's first and most important educators. We value working together to support children's understanding and wellbeing.

We aim to be open about what we teach, why we teach it and how learning is introduced at each stage.

We welcome your feedback as part of this consultation. Your views will help us ensure our curriculum is appropriate, inclusive and reflective of our school community.

Parent consultation – We would welcome your views

If there are any aspects of the curriculum that you would like us to explain further, please drop in to meet with Mrs. Hobson on Monday 16th November from 3:15-4pm or contact via email carrinfants.school@york.gov.uk and we will endeavour to follow up with you.

Thank you for taking the time to share your views.