



LEARNING AND GROWING; SAFE IN GOD'S LOVE

Birchington Church of England Primary School

Relationships, Sex and Health Education Policy

At Birchington CE Primary School, we believe that our Christian Vision and School Values provide the context within which all personal development takes place. Our RSHE Policy and practice reflects the distinctive Christian character of our school.

This means that our approach places an emphasis on the importance of loving, stable and respectful relationships, marriage and family life in all its different forms. We believe this supports and develops children's self-esteem, self-awareness and sense of moral responsibility. This permeates our curriculum. Our Christian vision, school values and principles such as love, trust, honesty and forgiveness are at the heart of this approach.

RSHE is lifelong learning about ourselves, including our physical and mental wellbeing, emotions, self-esteem, relationships, rights and responsibilities. It equips children with the knowledge and skills they need to build positive relationships, stay safe and healthy, and prepare for the opportunities, responsibilities and experiences of later life. It takes place in many contexts: at home, at school and in the wider community.

RSHE is an entitlement for all children. Difference and diversity are taken into account when delivering RSHE. Special Educational Needs and Disabilities (SEND), gender, age, nationality, religion, cultural and linguistic background all affect access to RSHE. Teaching and learning will be inclusive and accessible to all pupils.

RSHE is most effective when provided within the wider context of personal development and emotional wellbeing. In school, successful RSHE is firmly rooted within Personal, Social, Health and Economic Education (PSHE).

RSHE enables children to gain knowledge, develop and transfer skills, and explore attitudes and values in order to support informed decision-making, healthy relationships and positive wellbeing.

ENTITLEMENTS

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- ✓ accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- ✓ a well-planned, well-delivered RSHE programme, which is flexible to cater for their changing needs over time
- ✓ know where and how to access information, support and local services
- ✓ be informed about issues of confidentiality and how it affects them
- ✓ have their views and ideas received in a respectful and non-judgemental manner
- ✓ be involved in developing and evaluating the content, delivery and timing of their RSHE programme

Adults working with children are entitled to:

- ✓ access to high quality, up-to-date, accurate information, resources and training
- ✓ mutual understanding of roles and responsibilities in relation to the planning and the delivery of RSHE
- ✓ contribute their views and ideas in support of the development of RSHE for children
- ✓ professional guidance and support
- ✓ opportunities to share good practice
- ✓ be informed about issues of confidentiality and procedures to be followed

Parents, carers and other adults in the community are entitled to:

- ✓ accessible, accurate, up-to-date information delivered in a way which meets their needs
- ✓ a safe and supportive environment for their children
- ✓ information on how and when RSHE is taught
- ✓ understand their rights and responsibilities in relation to RSHE and the Curriculum
- ✓ be informed about issues of confidentiality and how it affects them and their children
- ✓ have their views and ideas received in a respectful, non-judgemental manner

THE WIDER AGENDA

RSHE is part of wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisation in our community contribute. Our RSHE Policy contributes to meeting local and national priorities as described in strategies such as:

- Safeguarding and Child Protection
- Mental Health and Wellbeing
- Equality, Diversity and Inclusion
- Online Safety
- Personal Development
- Attendance and Belonging
- Healthy Lifestyles

INTRODUCTION

Our work in RSHE is set in the wider context of our Christian Vision, School Values and ethos:

- We promote a healthy, safe and caring environment for all pupils and staff
- We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs
- We promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community
- We prepare our pupils to confidently engage with the challenges of adult life
- We provide sufficient information and support to enable our pupils to make safe choices through an enriched curriculum, we provide children with opportunities to develop the necessary skills to manage their lives effectively
- We help our children to learn to respect themselves and others and move safely from childhood through adolescence and into adulthood

Other school policies relevant to our provision of RSHE, PSHE and Citizenship, include;

- Safeguarding
- Science,
- Confidentiality
- Behaviour
- Anti-bullying
- Inclusion
- Equality
- Staff Code of Conduct
- Radicalisation and Extremism.

This RSHE Policy will be made available to staff in the policy folder on the shared network and on the school website.

This policy reflects current legislation and statutory guidance relating to Relationships, Sex and Health Education (RSHE), including the Education Act 1996, the Education Act 2002, the Equality Act 2010, the Children and Social Work Act 2017 and the Department for Education's statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025), which comes into force from 1 September 2026. Our policy also reflects current safeguarding guidance, including Keeping Children Safe in Education, and supports the school's responsibilities in promoting pupils' personal development, wellbeing, online safety, equality and inclusion.

This RSHE Policy is the responsibility of the Governing Body and has been developed by PHSE lead in consultation with the Headteacher, staff and other stakeholders including parents and carers. The policy is reviewed regularly by Governors to ensure it remains compliant with current legislation and continues to meet the needs of our school community.

All adults will work towards achieving these aims for RSHE in our school.

We seek to enable our children to:

- develop positive, caring and respectful relationships based on mutual respect
- develop effective interpersonal, communication and relationship skills
- develop positive values and a moral framework that will guide their choices and behaviour
- respect themselves and others, recognising and valuing different views, backgrounds, cultures and experiences
- develop an understanding of the importance of loving, stable and healthy relationships, including family life in all its diverse forms
- recognise that all families are different and that family relationships should be characterised by love, care and respect
- know and use the correct names for the main parts of the body
- understand how their bodies grow and change as they move through childhood and into puberty
- be prepared for the emotional and physical changes associated with puberty
- develop confidence in discussing feelings, emotions and personal concerns
- understand how to keep themselves physically and mentally healthy
- value, care for and respect their bodies
- recognise safe and unsafe situations and know how to seek help and support when needed
- understand the importance of personal boundaries, privacy and consent in age-appropriate contexts
- develop the knowledge and skills needed to stay safe, including online
- know where to access trusted sources of information, advice and support

These aims are progressive and will be taught in an age-appropriate manner throughout the primary years, enabling pupils to meet the expected outcomes by the end of Key Stage 2

DELIVERING OUR RHSE CURRICULUM

Our Curriculum for RSHE (see Appendix 1) describes the elements which will be taught. The curriculum is consistent with the National Curriculum (2014), the Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025)*, and current Ofsted expectations. It also reflects best practice and supports our Christian vision and values.

Some elements of our RSHE curriculum form part of the statutory National Curriculum for Science (for example, the biological aspects of human development, puberty, reproduction and the importance of good health). Other elements are delivered through our wider PSHE curriculum and opportunities for personal development.

We consider RSHE to be a continuous process of learning which begins well before children enter our school and continues throughout life. We have planned a progressive curriculum that is appropriate to the age, stage of development and needs of our pupils.

All adults working with children have a part to play in supporting the delivery of RSHE.

The objectives of the RSHE curriculum will be taught through:

- Kapow PSHE lessons, including Relationships, Health and Wellbeing, Safety and the Changing Body
- Citizenship and Economic Wellbeing
- Other curriculum areas, especially Science, English, RE, Computing and PE
- Enrichment activities
- Our Collective Worship programme
- Social skills groups and pastoral support
- Involvement in educational visits and adventurous activities
- Activities carried out as part of our commitment to promoting health, wellbeing and personal development

Specific units of work relating to RSHE are planned and delivered through the Kapow Primary RSE & PSHE scheme of work. The scheme provides a progressive, age-appropriate curriculum that supports pupils' personal development and ensures coverage of the statutory Relationships Education and Health Education requirements, alongside wider PSHE learning. The statutory Science curriculum is delivered in accordance with National Curriculum requirements. Teaching about puberty is introduced in Upper Key Stage 2, with specific content taught in Year 5 and revisited in Year 6 alongside the wider PSHE and RSHE curriculum.

We recognise that children benefit from a variety of teaching approaches. A range of teaching methods will therefore be used to support effective learning, including whole-class teaching, group work, discussion, reflection activities and, where appropriate, team teaching. We will ensure that there are clear educational reasons for the teaching approaches used and that all learning is delivered in a safe, inclusive and age-appropriate manner.

RESPONSIBILITIES FOR CURRICULUM DELIVERY AND POLICY IMPLEMENTATION

We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information, advice and support. All staff are encouraged to seek guidance and support from colleagues and school leaders where necessary.

The RSHE curriculum will primarily be delivered by class teachers through the school's PSHE curriculum and wider learning opportunities.

Those delivering RSHE have responsibility for assessing children's needs and selecting appropriate activities and teaching approaches to meet those needs, supported by the PSHE Lead. Teaching will be delivered in a manner that is age-appropriate, inclusive and sensitive to the needs of all pupils.

The PSHE Lead is responsible for overseeing the planning, implementation, monitoring and evaluation of RSHE across the school. This includes supporting staff, monitoring curriculum coverage, reviewing resources and ensuring that the curriculum remains compliant with current statutory guidance and reflects the needs of pupils.

Staff will be supported in their planning and delivery through the Kapow Primary RSE and PSHE scheme of work, which provides progressive curriculum planning, teaching resources and assessment

opportunities. Additional professional development and training will be provided where required to ensure staff feel confident in delivering the curriculum effectively.

The Headteacher has overall responsibility for ensuring that the statutory requirements for Relationships Education and Health Education are met and that the policy is implemented consistently across the school.

Governors hold responsibility for the RSHE Policy and its review. They will be supported in monitoring the implementation and effectiveness of the policy by the Headteacher and PSHE Lead through regular reporting, curriculum monitoring and policy review processes.

Please refer to Appendix 3 for an overview of the RSHE curriculum. This appendix outlines the topics covered within our RSHE programme and highlights any amendments made to reflect the latest statutory guidance and curriculum requirements. It provides a comparison of previous content and the changes implemented following statutory updates to ensure compliance and best practice.

TEACHING METHODOLOGIES

RSHE is taught in a safe, inclusive and non-judgemental environment where adults and children are confident that they will be listened to and respected. We aim to create a positive learning atmosphere in which pupils feel able to ask questions, express their views and discuss issues appropriately, while recognising and respecting the views of others.

Specific ground rules will be established at the beginning of any RSHE learning, in addition to those already used within the classroom. These help to ensure that all pupils feel safe, valued and able to participate fully in learning.

Ground rules may include:

- appropriate and respectful use of language
- listening to others without interrupting
- respecting different opinions, beliefs and experiences
- the asking and answering of questions in a sensitive and appropriate manner
- understanding the difference between confidentiality and safeguarding
- respecting personal privacy and not sharing personal information about others
- strategies for checking, clarifying and accessing information
- knowing where to seek help, support and advice if needed

A range of teaching and learning approaches will be used to engage pupils and support effective learning. These may include discussion, stories, role play, scenarios, video clips, reflection activities, collaborative learning and age-appropriate resources from the Kapow Primary RSE and PSHE scheme. Teaching approaches will be adapted where necessary to ensure all pupils can access the curriculum and make progress.

Answering Questions

We recognise that children are likely to have questions arising from their learning and from their experiences outside school. Providing opportunities for pupils to ask questions is an important part of effective RSHE teaching and supports children in developing accurate knowledge and understanding.

Staff will answer questions honestly, sensitively and in an age-appropriate manner. Responses will take account of the age, maturity and understanding of the pupils concerned, as well as the school's Christian vision and values.

Teachers will seek to:

- create an environment in which pupils feel safe to ask questions
- encourage pupils to seek accurate information and challenge myths and misconceptions
- answer questions in a factual, balanced and age-appropriate way
- use correct terminology where appropriate
- respect the differing beliefs, values and backgrounds of pupils and their families
- signpost pupils to trusted sources of information and support when appropriate

In some circumstances, a teacher may decide that it is not appropriate to answer a question immediately. This may be because the question:

- is not relevant to the learning objectives of the lesson
- requires knowledge beyond the age or stage of the pupils
- raises safeguarding concerns
- relates to personal information about an individual
- would be more appropriately discussed with a parent or carer

Where appropriate, teachers may acknowledge a question and indicate that it will be addressed at a later time, individually, or as part of future learning.

Teachers will not offer personal opinions on matters of a sensitive nature and will not share personal information about themselves or others.

Any question or disclosure that raises a safeguarding concern will be dealt with in accordance with the school's Safeguarding and Child Protection Policy. Staff will follow established procedures and report concerns to the Designated Safeguarding Lead (DSL).

Where appropriate, opportunities such as question boxes or anonymous question activities may be used to enable pupils to ask questions safely and confidently.

INCLUSION, EQUALITY AND SEND

We are committed to ensuring that all pupils receive their entitlement to Relationships, Sex and Health Education (RSHE). Our RSHE curriculum is inclusive and reflects the diverse nature of our school community and wider society. Teaching is delivered within the context of our Christian vision and values, promoting dignity, respect and understanding for all.

Pupils are taught that all people are protected in law under the Equality Act 2010 through a range of protected characteristics, and that every individual should be treated with dignity and respect. Discrimination, bullying or derogatory language is never acceptable.

In line with our Christian vision, we strive to ensure that everyone in our happy, inclusive school flourishes and feels valued and safe. Following Jesus' example, we forgive, love and care for everyone. Through our RSHE curriculum, pupils learn to value and respect themselves and others, recognising that every person is unique and should be treated with dignity, kindness and respect.

Teaching reflects the requirements of the Equality Act 2010 and helps pupils to understand and value diversity within our school community and wider society. We promote respect, inclusion and positive relationships, helping pupils to appreciate that people may have different backgrounds, beliefs, experiences and family structures. Teaching will be age-appropriate and will encourage understanding, challenge prejudice and support a culture of mutual respect.

When planning and delivering RSHE, we take account of pupils' age, stage of development, Special Educational Needs and Disabilities (SEND), cultural background, religion or belief, family circumstances and individual needs. We recognise that pupils bring a range of experiences, beliefs and perspectives to their learning and we seek to foster an environment of mutual respect where differences are valued.

In order to ensure that the RSHE curriculum meets the needs of all pupils:

- we provide learning that is inclusive, accessible and appropriate to pupils' age and stage of development
- we promote respect for all people and encourage understanding of different families, backgrounds, beliefs and experiences
- we do not promote one particular lifestyle over another but encourage pupils to understand and respect differences
- we challenge prejudice, discrimination, bullying, stereotyping and abusive behaviour
- we encourage pupils to develop empathy, tolerance and respect for others
- we do not expect pupils to represent or explain the views of a particular faith, culture, family structure or group unless they choose to do so

All aspects of the RSHE curriculum are taught in line with the school's SEND and Inclusion Policies and the requirements of the Equality Act 2010. Relationships Education and Health Education are accessible to all pupils, with teaching adapted where necessary to ensure that every child can participate fully and make progress.

When planning for pupils with SEND, we will consider:

- their individual learning needs and developmental stage
- their level of vulnerability and need for safeguarding support
- their need to develop self-esteem, confidence and a positive sense of identity
- their need to learn and practise appropriate social, emotional and relationship skills

- the management of personal care and personal safety where appropriate
- the importance of clear communication and access to trusted sources of support

High-quality teaching will be differentiated and personalised to meet the needs of individual pupils. A range of teaching approaches, resources and support strategies will be used to ensure that all children can access the curriculum successfully.

RSHE will be delivered in accordance with the school's Equality Policy. Resources selected to support learning will be age-appropriate, inclusive and free from bias wherever possible. Teaching will promote equality of opportunity and challenge stereotypes, enabling all pupils to feel represented, respected and valued.

Resources and External Visitors

We believe that RSHE is most effectively taught by staff who know our pupils well and understand their individual needs. The primary resource used to support the delivery of RSHE is the Kapow Primary PSHE and Wellbeing scheme of work, which provides a progressive and age-appropriate curriculum that meets statutory requirements.

A range of additional resources may be used to enrich learning and support the needs of individual pupils and classes. All resources will be carefully selected to ensure that they are age-appropriate, inclusive, accurate and consistent with the school's Christian Vision, School Values and RSHE Policy.

We recognise that external visitors can make a valuable contribution to pupils' learning by bringing specialist knowledge and expertise. Visitors may enhance, but will never replace, the planned RSHE curriculum delivered by school staff. We will work closely with visitors to ensure that their contribution supports the needs of our pupils and complements the school's curriculum.

We will follow this Code of Practice when working with external visitors:

- ✓ the care, safeguarding and management of pupils remain the responsibility of the school at all times
- ✓ visitors will contribute to, but not replace, the role of the class teacher
- ✓ visitors will not normally work alone with pupils and will be supported by an appropriate member of staff
- ✓ appropriate safeguarding and DBS checks will be undertaken in accordance with the school's safeguarding procedures
- ✓ all visitors will be made aware of the content and principles of this policy before working with pupils
- ✓ all sessions will be planned in liaison with the class teacher and/or PSHE Lead, taking account of the age, needs and prior learning of the pupils

✓ visitors will be expected to work within the school's safeguarding, confidentiality and behaviour policies

✓ any resources used or distributed by visitors will be reviewed and approved by the school prior to use

✓ the contribution of visitors will be monitored and evaluated to ensure quality, accuracy and suitability

External visitors will be used to enhance learning where there is a clear educational benefit for pupils and where their contribution supports the aims of the school's RSHE curriculum.

CONFIDENTIALITY, SAFEGUARDING AND CHILD PROTECTION

RSHE is delivered within a safe and supportive learning environment where pupils are encouraged to ask questions, seek information and discuss issues appropriately. Staff will establish clear boundaries around confidentiality so that pupils understand how information will be handled.

In line with the school's Confidentiality and Safeguarding Policies:

- staff cannot offer absolute confidentiality to pupils
- pupils will be reassured that staff will always act in their best interests
- where a member of staff becomes concerned that a pupil may be at risk of harm, they have a duty to share this information in accordance with the school's safeguarding procedures
- wherever appropriate, pupils will be informed when information needs to be shared and will be offered appropriate support throughout the process
- pupils will be encouraged to seek support from trusted adults both within and beyond school

Where external professionals, such as school nurses or other specialist practitioners, contribute to RSHE, they will work within the school's safeguarding and confidentiality procedures when delivering sessions to pupils. Pupils will be made aware of the boundaries of confidentiality at the beginning of any session delivered by an external professional.

We recognise that effective RSHE may lead pupils to disclose information about themselves, their relationships or concerns about their safety or wellbeing. It may also help pupils recognise situations that are unsafe, unhealthy or inappropriate.

All staff are aware of their responsibilities under the school's Safeguarding and Child Protection Policy and the statutory guidance *Keeping Children Safe in Education*. Any disclosure, concern or allegation that indicates a child may be at risk of harm will be reported immediately to the Designated Safeguarding Lead (DSL) and managed in accordance with the school's safeguarding procedures.

The safety and wellbeing of pupils will always take priority over issues of confidentiality.

SENSITIVE ISSUES

We recognise that RSHE may raise questions and discussions about a range of sensitive issues. Teaching will always be age-appropriate, factual and delivered in a way that reflects the school's Christian vision and values whilst respecting the backgrounds, beliefs and experiences of all pupils.

Staff will use their professional judgement when responding to pupils' questions and will ensure that responses are appropriate to the age, maturity and understanding of the child. Where necessary, staff may suggest that a discussion takes place at a later time, with a parent or carer, or as part of future learning.

PUBERTY

Teaching about puberty forms part of our RSHE and Science curriculum and is delivered in Upper Key Stage 2. We recognise the importance of ensuring that all pupils have an understanding of the emotional and physical changes associated with puberty before they experience them.

Teaching will be delivered sensitively and in an age-appropriate manner. Where appropriate, pupils may work in different groupings to enable discussion of specific issues and to meet the needs of the cohort. All pupils will receive the information they need to prepare them for puberty and growing up.

We will ensure that appropriate arrangements are in place to support pupils who have started puberty, including access to sanitary products, facilities and support from trusted adults within school.

FAMILIES, RELATIONSHIPS AND DIVERSITY

As part of Relationships Education, pupils will learn about different types of families and positive, healthy relationships. Teaching will reflect the requirements of the Equality Act 2010 and the statutory Relationships Education curriculum.

We recognise that pupils come from a variety of family backgrounds and experiences. Teaching will promote respect, dignity and understanding for all people. Pupils will be encouraged to value diversity, challenge stereotypes and treat others with kindness and respect.

Where questions arise about relationships, identity or family life, staff will respond in an honest, factual and age-appropriate manner, taking account of the age and understanding of the pupils involved.

Any question, comment or disclosure that raises a safeguarding concern will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Teaching will support pupils in understanding that families and individuals may be different from one another. Pupils will be encouraged to respect those differences and recognise that everyone should be treated fairly, with dignity and respect.

CHRISTIAN DISTINCTIVENESS

As a Church of England school, Relationships, Sex and Health Education is taught within the context of our Christian Vision and School Values. Our approach to RSHE reflects the Church of England's commitment to dignity, respect, inclusion and the flourishing of all people. Through the curriculum,

pupils are encouraged to develop positive relationships, show compassion and kindness towards others, and recognise the value and worth of every individual.

While teaching is rooted in our Christian ethos, we recognise and respect the diversity of our school community and wider society. Pupils are encouraged to explore and understand different beliefs, values, experiences and family backgrounds in an age-appropriate way, developing respect for others and an appreciation of diversity. We seek to create a culture in which all members of the school community feel welcomed, valued and able to flourish.

WORKING WITH PARENT/CARERS AND OUR SCHOOL COMMUNITY

We recognise that parents and carers are the primary educators of their children and play a vital role in supporting their emotional, social and physical development. We believe that RSHE is most effective when there is a strong partnership between home and school. We therefore seek to work closely with parents and carers to ensure that learning is supported and reinforced both at home and at school.

We will encourage this partnership by:

- making this RSHE Policy available to parents and carers via the school website and on request
- providing information about the RSHE curriculum and the topics to be taught at each stage of the school
- informing parents and carers when specific aspects of RSHE, such as puberty education, are due to be taught
- ensuring transparency in RSHE by providing clear information about the curriculum and, on request, enabling parents and carers to access relevant lesson materials through secure, school-managed systems in line with statutory RSHE guidance and the use of licensed resources
- providing information and guidance to help parents and carers discuss RSHE topics with their children at home
- responding to questions, concerns or requests for information in a timely and supportive manner
- consulting with parents and carers when reviewing the RSHE Policy
- working in partnership with families to promote pupils' wellbeing, safety and healthy relationships

We also value the contribution of the wider school community in supporting the personal development and wellbeing of our pupils. Where appropriate, we will work with external agencies and community partners to enhance our provision while ensuring that all contributions are consistent with the school's values, safeguarding procedures and RSHE curriculum.

RIGHT TO WITHDRAW

Relationships Education and Health Education are statutory subjects in primary schools and all pupils are expected to participate in these lessons. Parents and carers do not have the right to withdraw their child from Relationships Education, Health Education or the statutory National Curriculum for Science (Appendix 2).

At primary school, some aspects of sex education are taught in Year 6 as part of our wider RSHE curriculum. Parents and carers have the right to request that their child be withdrawn from any sex education that is taught beyond the requirements of the National Curriculum for Science.

Any parent or carer wishing to discuss the content of the curriculum or request withdrawal from non-statutory sex education should contact the Headteacher in the first instance. The school will discuss the request with the parent or carer and explain the purpose and content of the learning.

Where a request for withdrawal from **non-statutory sex education** is granted, appropriate alternative educational arrangements will be made for the pupil during the period of withdrawal.

Information about the RSHE curriculum, including the content taught in each year group, is available to parents and carers via the school website.

STAFF TRAINING

We recognise that effective RSHE depends upon staff having the knowledge, skills and confidence to deliver the curriculum appropriately and sensitively. We also recognise that staff may have different experiences, beliefs and attitudes, and that professional development plays an important role in ensuring a consistent and effective approach across the school.

We are committed to providing appropriate training and support for all staff involved in the delivery of RSHE. This may include whole-school training, professional development opportunities, updates on statutory guidance, safeguarding training and support relating to specific areas of the curriculum.

Staff delivering RSHE will be supported through access to the Kapow Primary RSE and PSHE scheme of work, curriculum guidance and relevant resources. Opportunities will be provided for staff to discuss issues, share good practice and develop confidence in responding to pupils' questions and needs.

The PSHE Lead will support colleagues in the planning, delivery, monitoring and evaluation of RSHE and will access relevant training and professional networks to ensure that provision remains current, effective and compliant with statutory requirements.

All staff are expected to work within the school's RSHE, Safeguarding and Child Protection, Behaviour and Equality policies when delivering the curriculum.

PUPIL PARTICIPATION

We believe that pupils should play an active role in shaping and evaluating their learning. We will involve children in the evaluation and development of RSHE in ways that are appropriate to their age, stage of development and individual needs.

We will:

- gather pupil voice through discussions, surveys and other feedback opportunities to help inform the development of our RSHE curriculum

- use a range of assessment and reflection activities to identify pupils' understanding, questions and learning needs
- encourage pupils to ask questions and seek clarification through a safe and supportive learning environment, including the use of anonymous question boxes where appropriate
- provide opportunities for pupils to reflect on their learning and consider how it may influence their relationships, wellbeing and future choices
- consult pupils, including through the School Council and other pupil leadership groups, about the strengths of our RSHE provision and areas for further development
- use pupil feedback, alongside staff, parent and governor feedback, to support ongoing curriculum review and improvement
- ensure that pupils feel listened to, respected and valued when contributing their views and experiences

By involving pupils in the development and evaluation of RSHE, we aim to ensure that the curriculum remains relevant, engaging and responsive to the needs of our school community.

ROLE OF THE GOVERNING BODY

The Governing Body is responsible for ensuring that the school's RSHE Policy complies with current legislation and statutory guidance and reflects the school's Christian vision and values.

Governors have a strategic role in overseeing the quality and effectiveness of RSHE. They will ensure that:

- the policy is reviewed and approved on a regular basis
- the curriculum meets statutory requirements for Relationships Education, Health Education and the National Curriculum for Science
- appropriate consultation takes place with parents, carers, staff and pupils when reviewing the policy
- the curriculum is delivered in a way that supports pupils' personal development, wellbeing and safeguarding
- the policy is implemented consistently across the school
- arrangements are in place for monitoring and evaluating the effectiveness of RSHE provision

The Governing Body delegates the day-to-day implementation, monitoring and evaluation of RSHE to the Headteacher and PSHE Lead, who will report regularly to Governors on curriculum provision, developments and outcomes.

The RSHE Policy will be made available to parents and carers via the school website.

MONITORING, EVALUATING AND REVIEWING OUR RSHE POLICY

The Governing Body is responsible for ensuring that this policy is reviewed regularly and that the school's RSHE provision continues to meet statutory requirements and the needs of our pupils and school community.

The Headteacher and PSHE Lead will monitor the implementation and effectiveness of the RSHE curriculum and report their findings to Governors as appropriate.

Monitoring and evaluation may include:

- reviewing curriculum planning and coverage
- monitoring teaching and learning
- gathering feedback from pupils, staff, parents and carers
- reviewing pupil voice and assessment information where appropriate
- evaluating the effectiveness of resources and curriculum materials, including the Kapow Primary PSHE and Wellbeing scheme
- considering developments in legislation, statutory guidance and best practice

We are committed to providing a high-quality RSHE curriculum that reflects our Christian vision and supports all pupils to flourish, feel valued and stay safe.

In reviewing our provision, we will:

- reflect on how effectively the curriculum meets the needs of our pupils
- evaluate how well we are promoting positive relationships, wellbeing, personal development and safeguarding
- continue to work in partnership with parents, carers, governors and the wider school community
- use feedback and evaluation to inform future developments and improvements to our RSHE provision

This policy will be reviewed in accordance with the school's policy review cycle or sooner if required by changes to legislation, statutory guidance or local circumstances.

RELATED POLICIES AND USEFUL DOCUMENTS

This policy should be read alongside the following school policies:

- Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equal Opportunities Policy
- SEND Policy
- Online Safety Policy

The following guidance and documents have informed the development of this policy:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE)
- Keeping Children Safe in Education (KCSIE)
- Equality Act 2010
- National Curriculum for England

- Church of England Education Office - [Valuing All God's Children - response to recent claims | The Church of England](#)
- Church of England Education Office - [Church of England publishes Charter for Relationships, Sex and Health Education | The Church of England](#)
- Kapow Primary RSE and PSHE parent zone [RSE & PSHE: Parent zone](#)

This policy reflects our commitment to providing high-quality RSHE within the context of our Christian vision and values, ensuring that all pupils are supported to flourish, feel valued and stay safe.

APPENDIX 1
CURRICULUM

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Self-regulation	Building relationships	Managing self:	Self-regulation	Building relationships	Managing self
	My feelings	Special relationships	Taking on challenges	Listening and following instructions	My family and friends	My wellbeing
Year 1	My healthy self (statutory)	Connecting with others (statutory)	The online world (statutory)	Citizenship (non-statutory)	Staying safe (statutory)	Health Protection (statutory)
	How can we look after our feelings?	How can I help myself and others feel happy and safe?	How do we spend time online?	How can I help others and the environment?	How can I protect myself and others in daily life?	How can I protect myself and others in daily life?
Year 2	My healthy self (statutory)	Connecting with others (statutory)	Connecting with others (statutory)	Citizenship (non-statutory)	Staying safe (statutory)	Growing Up (statutory)
	How can we look after our bodies?	How can I build safe, kind and caring relationships with others?	How are things shared online?	How do people belong to a community and earn money?	How can I make safe choices in different places?	How can we look after and respect our bodies as we grow?
Year 3	My healthy self (statutory)	Connecting with others (statutory)	Connecting with others (statutory)	Citizenship 1 (non-statutory)	Citizenship 2 (non-statutory)	Health Protection (statutory)
	How can I take care of my mind and body?	What helps us feel safe and included?	How should we treat each other online?	What rights and responsibilities do we	What careers do people choose and why?	How can we prevent illness and injury and respond if they happen?
Year 4	My healthy self (statutory)	Connecting with others (statutory)	Connecting with others (statutory)	Citizenship (non-statutory)	Staying safe (statutory)	Citizenship (non-statutory)

	How can I make healthy choices?	How can we respect each other?	How can I evaluate what I see online?	How can I spend my money wisely?	What signs help me recognise what is safe or unsafe?	Safety in the community
Year 5	My healthy self (statutory)	Connecting with others (statutory)	Connecting with others (statutory)	Citizenship 1 (non-statutory)	Citizenship 2 (non-statutory)	Growing Up (statutory)
	How can I support my mind and body as I grow?	Why are healthy relationships important?	How am I influenced by what I see online?	How can we make a difference in our communities and beyond?	How can we be in control of our money?	How can I manage the changes to my body and emotions as I grow up?
Year 6	My healthy self (statutory)	Connecting with others (statutory)	Connecting with others (statutory)	Citizenship (non-statutory)	Staying safe (statutory)	Sex education (non-statutory)
	How do my choices today shape my future wellbeing?	What does it mean to stand up for myself and others?	How do I feel about being online?	How can we protect everyone's rights?	How can I stay safe as I grow up?	First aid Sex education

APPENDIX 2

Right to withdraw - Sex education

Science Curriculum	Naming of body parts; understanding reproduction in plants and animals; learning about puberty.	
RHE statutory content (including Growing up units)	Learning the correct names for private parts; understanding that bodies belong to us; recognising unsafe situations.	
Non-statutory Sex education unit	How babies are conceived and born; the process of pregnancy and birth; different routes to becoming a parent.	

Sex education is not compulsory in primary schools. However, some learning that parents might associate with sex education is already a statutory requirement within the National Curriculum for Science and RHE guidance. This content is statutory because it is essential for safeguarding and for ensuring that pupils understand how their bodies work, grow and change.

The Science curriculum requires pupils to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Year 1).
- Notice that animals, including humans, have offspring which grow into adults (Year 2).
- Describe the life process of reproduction in some plants and animals and to describe the changes as humans develop to old age, including learning about puberty (Year 5).

The RHE statutory guidance also requires pupils to learn:

- About growth and the ways, the body changes and develops over time, including puberty as part of the human life cycle.
- The physical and emotional changes that happen during puberty, including menstruation and what to expect as bodies mature.
- The correct names for external body parts, including private parts (e.g., penis, vulva, vagina, testicles, scrotum and nipples).
- That each person's body belongs to them and that they have the right to say no to unwanted touch.
- How to recognise and report when something feels unsafe or inappropriate.

In Year 6 part of the *Growing Up* units includes a non-statutory Year 6 Sex Education unit which builds on the *Growing Up* units taught in Years 2, 4 and 5. Pupils learn about the functions of the male and female reproductive organs and that a sperm and egg join together to make a baby, usually through sexual intercourse. They explore how pregnancy begins and develops in the uterus, learn about birth and consider different ways people can become parents, such as through IVF and adoption. The unit also encourages pupils to reflect on the responsibilities involved in becoming a parent and teaches that the legal age for sexual intercourse is 16.

APPENDIX 3

Content to be covered by the end of primary

Topic Area	Main Additions
General wellbeing	Change, loss and bereavement
Wellbeing online	Monetary risk online
Physical health and fitness	No change
Healthy eating	Healthy relationship with food
Drugs, alcohol, tobacco and vaping	Vaping and other nicotine products
Health protection and prevention	Additional information on sleep, dental health and vaccines
Personal safety	New topic includes hazards, road, railway and water safety
Basic first aid	Importance of reporting not filming incidents
Developing bodies	Names of body part

Reviewed by PHSE Lead and Headteacher

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