Saint George's CE Primary School

Relationships, Sex and Health Education (RSHE) Policy

1. Intent

"Relationships education and RSE must give pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds."

(Church of England Education Office Response to call for Evidence on RSE Curriculum p1)

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Saint George's CE Primary School, our vision is that "each child is individually known and nurtured. Together we make one body, celebrating all our strengths and supporting everyone to flourish." The RSHE programme we provide reflects and supports this vision. As a Church of England school, we believe education should enable children and families to live 'life in all its fullness' (John 10:10) and our RSHE curriculum will enable children to do this by giving them the skills to form safe, loving and stable relationships.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Saint George's CE Primary School we meet the statutory requirements by teaching RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents (2026). The consultation and policy development process involved the following steps:

1. Review – the subject leader pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute their views and feedback about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of loving and caring relationships. The DfE states that the teaching of Sex Education is not compulsory in Primary schools and the guidance focuses predominantly on relationships, health, including puberty. As is fitting for our primary age children, the RSHE curriculum for our school focuses predominantly on the relationship aspects of the subject.

RSHE is not something taught once a week; it is embedded across our school day. With children, we will explore the positive aspects about healthy relationships including mutual respect, consent, loyalty and trust. Pupils will also be taught about inappropriate relationships and resisting pressure from others including peers. Lessons that teach pupils about their body parts and how their bodies change are part of the Science and Health curriculum and are an essential part of our wider safeguarding curriculum. Our school recognises that that sex education should be more than solely science if it is to meet children's needs and this is reflected in our RSHE curriculum.

- RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSHE involves a combination of sharing information, and exploring issues and values.
- RSHE is not about the promotion of sexual activity.

5. Curriculum

RSHE will be mainly delivered as part of the personal, social, health and economic (PSHE) curriculum and will be embedded within these lessons. There will also be opportunities to cover aspects of RSHE within subject areas such as Computing (Online Safety), Science and RE. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. This may include referring them back to their parents.

We follow the Kapow PSHE and RSHE programme. This is a comprehensive scheme which links to the DfE guidance. Teachers are also encouraged to use other appropriate books and resources where needed to supplement this programme.

Kapow RSE & PSHE is a carefully sequenced curriculum from EYFS to Year 6, to support teacher confidence as much as pupil learning. It follows a spiral curriculum model, where key concepts are revisited and deepened over time, ensuring learning is age-appropriate, meaningful and secure.

Lessons across Years 1 to 6 are organised into nine key areas:

- **My healthy self**
- **Connecting with others**
- **The online world**
- **Staying safe**
- **Health protection**
- **Growing up**
- **Citizenship** *(non-statutory at present; included in the forthcoming National Curriculum from September 2028)*
- **Sex education** *(non-statutory)*
- **First aid** *(non-statutory)*

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, online safety within PSHE and computing lessons and other aspects are included in religious education (RE). We encourage teachers to use a cross curricular approach so aspects may be taught in other curriculum areas where appropriate. RSE is normally delivered by the class teacher/teaching assistant in mixed gender groups. Single-sex groups may be used when teaching topics such as puberty.

All teachers are responsible for teaching about and modelling good relationships within school. Much of the general work in school is based on good relationships and in this regard RSHE is supported by the school's behaviour management policy. In the delivery of RSHE, teachers will use a variety of teaching methods and resources. The following are recognised methods for the effective delivery of RSHE:

• Discussion

• Drama and role play

• Research and presentation.

Teachers will also use other teaching methods to enable pupils to learn about RSHE which are age appropriate, taking into account the developmental needs of individual pupils. Parents are welcome to discuss with teachers their approach to RSHE and the methods of teaching and learning to be used.

Resources used by the school are produced for schools by Kapow and are intended for pupils in the light of best current research into RSHE. Resources can be viewed by parents/carers either by making an appointment to come into school, or using the links on the school website which direct to the Kapow Parent Zone.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). This reflects the diverse range of families represented within school.

Parents have the right to withdraw their children only from the **non-statutory components** of sex education within RSHE. At Saint George's CE Primary School, this consists of a unit delivered to Year 6 children within the PSHE curriculum entitled 'Sex Education' where children will:

- Use scientific vocabulary to describe private body parts and explain why this is important.
- Ask questions safely and respectfully.
- Explain conception and name the body parts involved.
- Order the stages of pregnancy and describe how a foetus develops.
- Recall different ways babies can be born.
- Explain how families are formed.
- Describe babies' needs and how caring for a baby affects daily life.
- Explain what consent means and recognise when it is or is not given.
- Recall the legal age of consent in the UK.

Parents are able to view the content of this unit prior to it being delivered to children. For more information about our curriculum, see our curriculum map in Appendix 1.

Dealing with Sensitive Issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion;
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible and factual way;
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/carer

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's policy in this matter

Accessibility

RSHE must be accessible for all pupils and this is particularly important when teaching pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their special educational needs and/or disabilities (SEND). We tailor content and teaching to meet the specific needs of our pupils who are at different developmental stages. We ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. Our programme aims to respond to and reflect the diversity of children's cultures, faiths and family backgrounds. Equal time and provision is allocated to all groups but there may be occasions where certain children are given extra support from staff. Kapow provides information within lesson plans relating to adapting the lesson to meet the needs of learners with SEND.

7. Assessment

Formative: Kapow Primary's RSE & PSHE lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities. These tools allow teachers to assess understanding in real-time and adjust their teaching accordingly.

Summative

Each unit includes a *Knowledge catcher* that can be used at the start of the unit and revisited at the end to check pupils' progress over time. This allows pupils to show what they already know before learning begins and to demonstrate how their knowledge and understanding have developed by the end of the unit.

RSE & PSHE is distinct from many other subjects in that pupils start with different levels of prior knowledge and life experience. Accordingly, assessment is primarily ipsative: focusing on where each pupil is starting from and the progress they make over a period of learning, rather than comparison with others.

As the scheme continues to be rolled out, further assessment support will be added over the coming months to support teachers in checking pupils' understanding and progression across the curriculum.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for having an oversight of the teaching of RSHE consistently across school and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE in liaison with the RSHE Subject Leader and class teachers (see section 8).

8.3 The subject leader

The subject leader is responsible for ensuring that RSHE is taught consistently across the school and reporting findings to the headteacher. The subject leader is also responsible for leading/facilitating staff training, supporting staff with any concerns relating to RSE and ensuring the RSE curriculum meets the needs of pupils at St George's.

8.4 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher/subject leader.

8.5 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9.1 Openness with parents

We understand the importance of parents being aware of the content being taught as part of the RSHE curriculum and want to create a collaborative relationship. This is achieved in the following ways:

- Consultation when this policy is reviewed biannually via a questionnaire
- Information sent out to parents each year detailing the content of the curriculum for their child's year group
- Holding a drop-in session where parents are able to come in and view RSHE materials and discuss any questions or concerns with the subject leader
- A dedicated page of the website with this policy alongside useful links to the Kapow Parent Zone, statutory guidance, curriculum maps and vocabulary lists
- Signposting useful resources, books and videos to support parents with discussing RSHE topics with their children at home.

9.2 Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE (see section 6 for detail). Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the headteacher.

When the headteacher receives such a request she will invite the parents to a meeting, at which the head teacher will explain clearly what the school's policy is and seek to accommodate the wishes and/or concerns of the parents. If that is not possible, the pupil will be withdrawn from RSHE and placed in another class for the period of this lesson where alternative work and supervision will be provided.

The right to withdrawal will be made clear to parents/carers. A copy of this policy will be made available to all parents/carers who request it and it is available on the website.

10 Training

Staff training is included in our continuing professional development calendars. The headteacher or subject

leader may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE. Kapow includes a range of materials to support the teaching of RSE, including detailed lesson plans, videos and webinars.

11 Monitoring arrangements

The delivery of RSHE is monitored by Chloe Hopkirk (Deputy Headteacher and RSE Coordinator) through:

a) Ensuring that RSHE occurs in the school's curriculum according to the schemes of work for Science and PSHE.

b) Monitoring the use of teaching and learning styles;

c) Monitoring the use of teaching materials;

d) Evaluating the effectiveness of the schools programme

The subject leader will be given time to monitor and evaluate the schools RSHE programme as it occurs in the school's schemes of work for each Key Stage. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Chloe Hopkirk (Deputy Headteacher and RSHE Coordinator) biannually. At every review, the policy will be approved by the governing body and headteacher.

Related policies:

- PSHE
- Safeguarding
- E-Safety
- Anti-Bullying

Proposed date of implementation: September 2026

Policy to be reviewed every 2 years

Appendix 1: Curriculum map- PSHE (RSHE content embedded within this)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Y1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Y2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How are things shared online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Y3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Healthy protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Y4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can I evaluate what I see online?	Citizenship: How can I spend my money wisely?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Y5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Y6	My healthy self: How do my choices today shape my future wellbeing?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about being online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?

More detailed long term planning documents are available to staff on the Kapow website and parents can view more detailed information on lesson content via the Kapow Parent Zone : https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/

Appendix 2: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Detailed below are section taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those, which specifically mention sex and relationships education. There are other relevant sections, which could create opportunity to discuss sex and relationships education further. Parents may not withdraw their children from these lessons.

Key Stage 1

Children should learn 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
- notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

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

https://www.gov.uk/government/publications/national-curriculum-in-englandscience-programmes-of-study/national-curriculum-in-england-scienceprogrammes-of-study