



RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

This Policy was approved by Governors in:	October 2026
This Policy was shared with staff in:	October 2026
Implementation of this Policy will be monitored by:	Headteacher and Governors
Monitoring will take place at regular intervals	
The Policy will be reviewed regularly. Annually	
Policy Review Date:	September 2026
Date of next Review:	September 2027

1. AIMS

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

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

2. STATUTORY REQUIREMENTS

Poverest Primary School must provide relationships education to all children under section 34 of the Children and Social Work Act 2017. We must also teach health education. 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.

We must also have regard to our legal duties set out in:

- Sections 404 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

See our school website for more details.

3. POLICY DEVELOPMENT

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

- **Review** – PSHE leaders pulled together all relevant information including national and local guidance as well as going on RSHE training. This was also shared with Governors.
- **Staff consultation** – all school staff were given the opportunity to look at the policy and the new Kapow scheme of work and resources and make recommendations. Staff agreed to adopt the Kapow version of the curriculum which meets the statutory requirements.
- **Parent/stakeholder consultation** – All parents are informed about all content/objectives via Class Dojo and have the opportunity to ask any questions or come into school for the lessons.
- **Child consultation** – we investigated what exactly children want from their RSHE through child surveys and speaking to our school council.
- **Ratification** – once amendments were made, the policy was shared with Governors and ratified.

4. DEFINITION

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
 - Have respect for others
 - Know how to keep themselves safe
 - Have emotional awareness

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. CURRICULUM

Our curriculum is set out on our school website but we may need to adapt it as and when necessary. We use the Kapow scheme of work to ensure consistency and a progression of knowledge. We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children. If children 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. Teaching will be developed to ensure the curriculum is accessible for children with SEND.

We will share all curriculum materials with parents and carers on request.

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, and other aspects are included in Religious Education (RE). 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

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

KAPOW SCHEME OF WORK

Kapow covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each unit and these are taught across the school; the learning deepens and broadens every year.

Unit	Content
Self-regulation (EYFS)	Understanding and expressing feelings and emotions while developing positive coping strategies to manage strong impulses.

Building Relationships (EYFS)	Forming positive attachments with adults, cultivating healthy peer friendships and appreciating individual differences.
Managing Self (EYFS)	Cultivating personal independence, building resilience in the face of structural challenges and understanding personal responsibility.
My Healthy Self	Supporting physical and mental wellbeing, mindfulness and making healthy choices.
Connecting with others	Building, maintaining and understanding healthy respectful relationships- both online and offline.
The online world	Navigating internet safety, digital literacy, and the emotional impacts of the digital landscape.
Citizenship	Developing a sense of community, recognising rights and responsibilities, and understanding basic financial education.
Growing up	Managing the physical, emotional, and psychological changes associated with aging and puberty.
Staying safe	Identifying risk, recognising hazards, establishing boundaries, and seeking help when feeling compromised.
Sex education	Providing a progressive, age-appropriate introduction to human reproduction, consent, and diverse routes to parenthood, building on scientific terminology from early years to a dedicated, non-statutory unit in Year 6.

INCLUSIVITY

We will teach about these topics in a manner that:

- Considers how a diverse range of children will relate to them
- Is accessible to children with SEND
- Is sensitive to all children experiences
- During lessons, makes children feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that children learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

We **will** use most of the resources from the Kapow scheme of work. However, if selecting to use other resources we will make sure that they;

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support children in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our children
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan

- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to children experiences and won't provoke distress

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

7. ROLES AND RESPONSIBILITIES

7.1 The Governing Board

The Governing Board will approve the RSHE policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw children from [non-statutory/non-science] components of RSHE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way which is high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children 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 or deputy Headteacher. The RSHE lead is responsible for overseeing RSHE and ensuring staff have had relevant training.

7.4 Children

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

8. PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from relationships education.

At Poverest School, puberty is taught in Years 4 & 5 as a statutory requirement of Health Education and covered by our Kapow scheme of work in the 'Growing up' unit as well as in the Science National Curriculum. Children will be taught scientific facts including physical and emotional changes. Menstrual wellbeing and the key facts about the menstrual cycle are taught as part of our statutory PSHE programme. Therefore, the parent's right to withdraw their child is not applicable.

What about sex education?

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- Year 1: 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 2: Notice that animals, including humans, have offspring which grow into adults
- Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education” DfE Guidance p. 17

If Sex Education is going to be taught in Year 6 then parents/carers will be notified before about exactly what is going to be taught and which resources will be used. Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher. Alternative work will be given to children who are withdrawn from sex education.

9. TRAINING

Staff are trained on the delivery of RSHE as part of our continuing professional development calendar. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals to teach any aspects of Sex Education where required.

10. MONITORING & ASSESSMENT ARRANGEMENTS

The delivery of RSHE is monitored by the PSHE leaders and PSHE Governor through: learning walks, team teaching/planning, folder of evidence for each class etc. Children development in RSHE is monitored by class teachers as part of our internal assessment systems by finding out what they know at the start of the topic and what they have learnt at the end.

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the Governing Board/Committee.

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	Include notes from discussions with parents and agreed actions taken. E.g.: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom