Relationships, Sex and Health Education (RSHE) Policy

‘Educational Inclusion’ is about equal opportunities for all pupils. It pays particular attention to the provision for, and achievement of, different groups of pupils’

Developed by	**Staff**
In consultation with	**Staff and Governors**
Responsible Committee	**Teaching and Learning**
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Communication	**Staff Shared Drive** **School Website**

Statutory Guidance

This policy is in line with statutory guidance Relationships Education, Relationships and sex Education (RSE) and Heath Education Statutory Guidance (DFE, 2025).

1 Aims and objectives

1.1 The aim of this policy is to provide a framework for teaching Relationships, Sex and Health Education throughout the school. It is also intended to inform the parents and wider community about the curriculum that their children will be following each year in their education. We teach children about:

- the physical development of their bodies as they grow into adults
- the way humans reproduce
- respect for their own bodies and the importance of sexual activity as part of a committed, long-term and loving relationship
- the importance of family life
- moral questions
- relationship issues
- respect for the views of other people

2 Context

2.1 What is PSHE, RSE and RSHE?

PSHE stands for Personal, Social, Health and Economic Education. RSE stands for Relationships and Sex Education. Schools may use different names for these subjects: RSE may be referred to as RSHE when health education is included; similarly, PSHE may be referred to as PSHCE when citizenship is included.
At Thakeham Primary school, we teach RSHE.

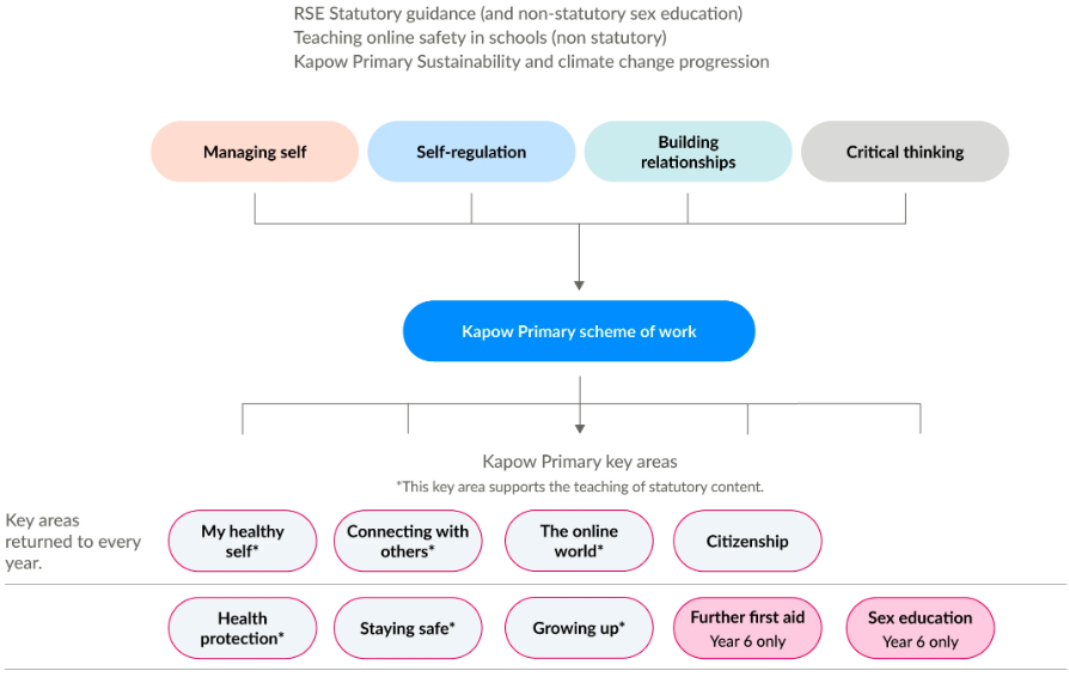
2.2 We teach RSHE in the context of the school's aims and values framework. (See individual school Aims and Teaching and Learning Policy.) While RSHE in our school means that we teach sex education, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- sex education should be taught in the context of healthy relationships and family life
- sex education is part of a wider social, personal, spiritual and moral education process
- children should be taught to have respect for their own bodies
- children should learn about their responsibilities to others and be aware of the consequences of sexual activity
- it is important to build positive relationships with others, involving trust and respect

3 Organisation and coverage

3.1 We teach RSHE through different aspects of the curriculum. The sex education teaching forms part of our Science curriculum work and our RSHE lessons. We also teach RSHE through other subject areas (for example, PE), where we feel that they contribute significantly to a child's knowledge and understanding of relationships and of his or her own body and how it is changing and developing.

3.2 At Thakeham Primary School we use the 'Kapow Primary RSE & PSHE (known to us as RSHE) scheme', which will cover the full breadth of learning pupils need to stay healthy, safe and prepared for life.



All pupils in Year 4 and beyond will be taught about menstruation.

All Pupils in Year 6 also receive stand-alone sex education sessions focused on changes, puberty, and the life processes of reproduction and healthy relationships.

Across all Key Stages, pupils are supported with developing the following skills:

- Safety underpins all areas; who children might ask for help, warning signs, what to do when things go wrong
- Seeking help and support when required from trusted adults
- Physical and mental wellness
- Families
- Assertiveness
- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Online safety
- Informed decision-making
- Recognising and maximising a healthy lifestyle
- Managing conflict

3.3 Citizenship

Citizenship education is currently non-statutory in primary schools, although there is a recommended Programme of study that schools can choose to implement.

3.1 Kapow's Primary RSE & PSHE curriculum already includes citizenship lessons (including financial literacy) and will be updated to meet the new guidance released in 2027, using the Kapow scheme will help us with further planned Government changes to the National Curriculum that schools will be expected to deliver.

4 The role of parents

The school is aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation.

4.1 In promoting this objective we:

- inform parents about the school's sex education policy and practice
- answer any questions that parents may have about the sex education of their child
- share resources used in the teaching of sex education so that parents can support the learning at home
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school
- inform parents about the school's coverage with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

4.2 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSHE, as this is not a statutory requirement. However, it is statutory for schools to teach the Science National Curriculum. Before granting any such request the Executive Headteacher will discuss this with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Parents can use this link to find further detailed information on the Kapow scheme: https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/

5 The role of other members of the community

5.1 We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme. Other people that we call in include local clergy, social workers and youth workers.

6 Confidentiality

6.1 Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved, in sexual

activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the designated safeguarding lead (DSL). The DSL will then deal with the matter in consultation with health care professionals. (See also Child Protection and Safeguarding Policy.)

6.2 Managing difficult questions
Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality, which go beyond what is set out in the RSHE curriculum. Questions arising that are directly linked to our planned curriculum will be answered in a clear, age-appropriate manner. Questions outside of our agreed curriculum will not be addressed in a whole-class setting and we will liaise with parents accordingly. Teachers can access useful support via the Teacher Guidance: preparing to teach about mental health and wellbeing, PSHE association and the Kapow providers.
Questions that raise safeguarding or child protection concerns will be referred to the DSL.

7 Equal Opportunities

7.1 Schools are required to comply with relevant requirements of the Equality Act 2010 and have an awareness of the Public sector equality duty (PSED) (s.149 of the Equality Act). Under the provisions of the Equality Act, we will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND code of practice when planning for these subjects. Provisions within the Equality Act allow schools to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

7.2 At Thakeham Primary School, we take account of the individual cohorts within our school. This includes the gender and age range of their pupils, and whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. Thakeham Primary School aims to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls. Staff understand that they have an important role to play in modelling positive behaviour. We seek to provide an environment, which challenges perceived limits on pupils based on their gender or any other protected characteristic.

8 The role of the Executive Headteacher

8.1 It is the responsibility of the Executive Headteacher to ensure that both staff and parents are informed about our sex education policy and that the policy is implemented effectively. It is also the Executive Headteacher's responsibility to ensure that members of staff are sufficiently knowledgeable, so that they can teach effectively and handle any difficult issues with sensitivity.

8.2 The Executive Headteacher liaises with external agencies regarding the school sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

8.3 The Exectutive Headteacher monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

9 Monitoring and review

9.1 The Leadership Team will monitor all aspects of school life in order to determine whether this policy is being fully implemented by all staff. The Governing Body will monitor implementation of this policy through the Executive Headteacher and Chair of Governor meetings and policy committee reviews

Appendix

	Relationship, Sex and Health Education. Whole School Coverage.					
	Autumn		**Spring**		**Summer**	
R	Self-regulation: My Feelings Identifying my feelings Feelings jars Coping strategies Describing feelings Facial expressions Creating a calm corner	Special Relationships My Family Special People Sharing I am Unique My Interests Similarities & Differences	Taking on challenges Why do we have rules? Building towers Team den building Grounding Team races Circus skills *Smartie the penguin	Listening and following instructions Simon Says Listening to a story Pass a whisper Obstacle races Blindfold walk Treasure hunt	My family and friends Festivals Sharing What makes a good friend Being a good friend Teamwork Celebrating Friendships	My Wellbeing What is exercise? Yoga and relaxation Looking after ourselves Being a safe pedestrian Eating healthily A rainbow of food
	My Healthy Self	**Building Relationships**	**The Online World**	**Managing Self & Keeping Safe**	**Citizenship**	**Changing me**
1/2 A	How can I help myself and others feel happy and safe? What makes me special? How do families show love and care for each other? What helps me feel safe and cared for? What is a friend How can we have a kind and friendly class? How should people behave towards others?	How Can I build Safe, Kind and Caring Relationships with Others? How are we all different and the same? How are families different and the same? How can I show my feelings calmly and kindly? How can I show others what is and is not okay for me? Who can I talk to if something does not feel right? What should I do if someone is being unkind again and again?	How Do We Spend Time Online? When am I online? What can I do online and what can I do in person? How should I behave when I use a device? How can I balance screen time with in-person activities? What should I do if I see something online that worries me? How can I stay safe online?	How Can I Stay Safe? How can I stay safe at home? What is safe for our bodies? What rules can keep me safe? How can I stay safe near roads? How might my body feel when something is unsafe? Who can keep me safe?	How can I protect myself and others in daily life? How and why do we wash our hands? How can I protect myself in any weather? Who helps us stay healthy? What should I do if I feel unwell? How serious are different injuries? How can we get help for serious illnesses or injuries?	How can we look after and respect our bodies as they grow? How do we grow and change? How will I change as I grow up? Do I make the rules about my own body? How can I talk about my body? How can we show respect for each others bodies? Who can I talk to if I do not feel safe? Additional unit: My Healthy Self: How can we look after our bodies?
1/2 B	How can we look after our emotions? What emotions can we recognise? When and why do people show different emotions? How can emotions change? What helps us to feel calm or excited? What might make us feel worried, annoyed or upset? What can we do when our feelings get tricky?	How do people belong to a community and earn money? Where do we belong? How many different people contribute to my community? What jobs to people do in our local community? What other jobs might people do? What is money? Where does money come from?	How Can We Stay Safe Online? (Cycle A) What can we do online and how can we do it safely? Who can see information shared online? What is private information? How do I know if private information has been shared online? Is everything we see online real? What should I do if something online worries me?	How can I make safe choices in different places? What makes my body special? How can I keep my body safe? How can I make safe choices at home? How can I stay safe in different places? What can I do if I cannot find my trusted adult? How can I stay safe around water?	How Can I help others and the environment? What do babies and toddlers need? What do animals need? How can we look after our school environment? How can I share my ideas respectfully? Who helps look after our local environment? How do rules help everyone?	How can we look after and respect our bodies as they grow? How do we grow and change? How will I change as I grow up? Do I make the rules about my own body? How can I talk about my body? How can we show respect for each others bodies? Who can I talk to if I do not feel safe? Additional unit: My Healthy Self: How can we look after our bodies?
3/4 A	What helps us feel safe and included? How can I respect myself? What are personal boundaries? What makes a family? How can I be a good friend? How can we repair a friendship after a falling out? What are different types of bullying?	How Can We Respect Each Other? How can I show self-respect? How can I show respect to others? How can I build trusting friendships? How can we solve friendship challenges? How should I respond to bullying? What is a stereotype?	How should we communicate online? How do we communicate online? How can we be respectful when we communicate online? How can communication online sometimes be misunderstood? How should I respond to online bullying? Why do we need to be careful when communicating online? How can I keep myself safe online?	What signs help me recognise what is safe or unsafe? How can I tell if a situation is unsafe? What do I do if a situation feels unsafe? How can I stay safe around traffic? Why can water be dangerous? What drugs are safe or unsafe? How can I prevent accidents?	What careers do people choose and why? To be updated when available	How Will My Body and Emotions Change as I Grow Up? What are body boundaries? How will I grow and change during puberty? Which emotional changes could I experience when growing up? How can we show kindness and understanding about body changes? Who can I talk to about growing up and changes? What is a period? (year 4 only) Additional unit: How can I spend my money responsibly?

3/4 B	How can I take care of my mind and body? How do emotions affect my body? How can I tell how someone else might be feeling? How are my mind and body connected? How does sleep help my mind and body? What can I do when I experience strong emotions? When should I ask an adult for emotional support?	What rights and responsibilities do we have? What are human rights? What rights should children have? How can we help the environment by reducing what we use? How can reusing items help the environment? Why is recycling important? How do local councils help look after communities?	How Can We Decide What to Trust Online? (Cycle A) How can the internet be helpful and challenging? Is all online content appropriate for me? Why should we be careful what we trust online? How can we check if online information is reliable? How can we use multiple sources to check online information? Why should we question what we see online?	How can I make healthy choices? What is a balanced diet and why does having one matter? How can being active help my mind and body? How can I keep my energy up throughout the day? How can I get support for myself or others? How can I respond when things feel hard? Why is helping others good for me too?	How can we prevent illness and injury and respond if they happen? To be updated when available	How Will My Body and Emotions Change as I Grow Up? What are body boundaries? How will I grow and change during puberty? Which emotional changes could I experience when growing up? How can we show kindness and understanding about body changes? Who can I talk to about growing up and changes? What is a period? (year 4 only) Additional unit: How can I spend my money responsibly?
5 & 6 A	Why Are Healthy Relationships Important? What makes me who I am? How do families show commitment to one another? How can families support and protect each other? What helps us make and maintain healthy relationships? How can we manage challenges in friendships? How can I be assertive and respectful?	What Does it Mean to Stand up for Myself and Others? How does self-esteem help me? How can I be respectful in different situations? How can I set and respect boundaries? How can we challenge unfairness? How can we work together to stop bullying? When and how should I seek help?	How Am I Influenced By What I See Online? How do adverts try to influence us online? How are adverts chosen for me online? How else am I influenced online? How do online trends shape our choices offline? How does what I see inline influence our viewpoints? How can some online messages be misleading?	How Can I stay Safe as I Grow Up? How can I stay safe in, on and around water? Little Life Savers How can I stay safe when I feel peer pressure? How can I stay safe around drugs?	How can we be in control of our money? To be updated when available	Year 5 and 6 Cycle A & B Growing up: How can I manage the changes to my body and emotions as I grow up? (Cycle B) How will my body grow during puberty? How can I keep myself clean and hygienic? How can we treat others with kindness during puberty? How can I manage my emotions and feelings during puberty? What is a period? How can I challenge behaviour which crosses personal boundaries? YEAR 6 ONLY Sex Education: How Do People Become Parents and Carers? * Which words can we use to describe our private body parts? How are babies made? What happens in pregnancy and how are babies born? How are families formed? How does life change after having a baby? What is consent? Real Love Rocks (Barnados)
5 & 6 B	How can I support my mind and body as I grow? What do food labels really tell us? How active am I and can I move more? What are the different types of physical activity and how do they affect us? How can I recognise complex feelings? How can I respond to strong and complex feelings? How can we tell when someone might need support with their mental health?	How can we make a difference in our communities and beyond? How can we show care for others? How do people contribute to the community? How does the UK Government work? What is the role of a local councillor? What are pressure groups? How can people influence the decisions made by the government? Little Life Savers	How do I feel about the things I see online? (Cycle A) How do online platforms keep users engaged? How can I make safe choices if I am gaming online? Is online content always realistic? What is harmful online behaviour? Does what we post online matter? How does being online make us feel?	How Do My Choices Today Shape my Future Health? Why do healthy teeth matter for the future? How can I eat for a healthier future? What habits might support my future health? How can I recognise and regulate complex feelings? How does my mindset affect my personal growth? How can I support self-esteem for myself and others?	How can we protect everyone's rights? To be updated when available	

*Non-statutory, parents can opt to withdraw.