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# Personal, Social, Health and Economic (PSHE) Relationships and Sex Education (RSE) Policy

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**Updated:** September 2026



**Next Review:** September 2027

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## Introduction

This is the policy of Green Park CPS on the approach taken to Relationships, Sex and Health Education (RSE), following a consultation with parents and carers.

## Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSE policy also covers health education.

This RSE policy also supports legal requirements relating to the following:

- *The Equality Act 2010*.
- *The Education Act 1996*.
- *Statutory guidance, Keeping Children Safe in Education 2020*.

The following policies are also relevant to this Relationships and Health Education policy:

- |                                                                                         |
|-----------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Anti-bullying</li><li>• Safe-guarding</li></ul> |
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- |                                                                         |
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| <ul style="list-style-type: none"><li>● Smoking/Vaping policy</li></ul> |
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## Definition

RSE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment. Our RSE curriculum makes links to our school values of Leadership, Organisation, Resilience, Initiative and Communication (LORIC) and enables children to make connections to their lives and situations they may come across in their lifetime. The curriculum we share with our pupils is not just for whilst they are at school, but sets them up for life.

## Aims

The aims of our RSE programme are:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

## Roles and responsibilities

An effective programme of RSE requires support from the whole school community and the following people have specific roles and responsibilities:

### Headteacher (Mr R Hawkins)

- Providing information to the trustees/governors
- Supporting the subject leader to liaise with parents and carers
- Dealing with parents and carers who wish to withdraw a child from sex education.

### Subject leader (Mrs K Turrell)

- Leading the development and delivery of effective RSE.
- Keeping up-to-date with the development of RSE.
- Supporting colleagues as required.
- Monitoring and evaluating RSE and providing necessary reports.

- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSE.
- Overseeing the development and delivery of RSE.
- Providing staff with the opportunity to contribute to the development of RSE.
- Providing information to the trustees/governors.
- Providing or signposting staff to training, as required.

#### All staff:

- To understand and implement the policy of RSE.
- To teach RSE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

### Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSE:

- We start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact we involve them in the planning of our PSHE/RSE education programme

We plan a 'spiral programme' which introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal developmental needs of our pupils

We take a positive approach which does not attempt to induce shock or guilt, but focuses on what our pupils can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives

- We offer a wide variety of teaching and learning styles within PSHE/RSE education, with an emphasis on interactive learning and the teacher as facilitator
- We provide information which is realistic and relevant and which reinforces positive social norms
- We encourage young people to reflect on their learning and the progress they have made, and to transfer what they have learned to say and to do, from one school subject to another, and from school to their lives in the wider community

- We recognise that the PSHE/RSE education programme is just one part of what a school can do to help a pupil to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. We link the PSHE/RSE education programme to other whole school approaches, to pastoral support, and provide a setting where the responsible choice becomes the easy choice. We encourage staff, families and the wider community to get involved
- We embed PSHE/RSE education within other efforts to ensure our pupils have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported
- We provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions
- We provide a safe and supportive learning environment where our pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.
- We timetable PSHE/RSE lessons on a weekly basis so the learning time is protected and to ensure learning is built upon regularly.

## Teaching and learning

RSE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing differentiated learning.

## Curriculum content

### Long term planning

The school has chosen to use the [Kapow Primary RSE scheme of work](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the [Kapow Primary RSE curriculum overview](#).

### Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

The school chooses resources based on the following criteria:

- Connections to the KAPOW curriculum
- Suitability for the children both in terms of age and academic ability
- Engagement of the resources
- Reaffirming previous teaching and learning where more coverage may be required.

## Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

## Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

As a school, we follow the KAPOW curriculum and the lessons deemed to be sex education are:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

These lessons are taught during Term 6 of the school year and resources are shared with parents/carers beforehand. The subject leader and senior leadership of the school will be available to discuss the contents of these lessons or any other lessons you may wish to know more about.

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- A letter will be shared with all parents, notifying them of upcoming RSE lessons and the content included in each year group. It will remind parents of their right to some areas of the sex education curriculum. The letter will inform parents of a date and time where they are able to view resources and speak to staff about the upcoming lessons.
- Parents can attend the session to view resources, ask questions and find out more information.
- Parents who wish to withdraw a pupil should initially discuss their concerns with the class teacher, leader of learning or the subject lead who may be able to address their concerns.
- If parents wish to withdraw a pupil, they must put this in writing to the headteacher.
- Children who are withdrawn from the lessons will be given different learning to complete in another area of the school.

## Safeguarding

RSE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any

potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

## Support

RSE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

In School:

Any member of school staff

External:

National agencies such as Childline

## Monitoring and evaluating

The headteacher and subject leader will be responsible for monitoring and evaluating RSE in line with other subjects.

The subject leader will monitor and evaluate lessons through a variety of ways which may include:

Learning walks

Evidence of learning

Feedback from staff

Feedback from children

Assessment tracking documents.

## Professional development

The headteacher and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

## Communication of policy

This RSE policy will be available to read on and downloaded from the school website and copies can be requested from the school office.