King's Cliffe Endowed Primary School

Relationship, sex and health education policy (RSHE)

Policy Agreed by Governors – 11th May 2026

Review Date – June 2027

Chair of Governors:  (signed)

Policy 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 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

School Morals and Values

The RSHE programme will reflect the values of our school alongside the values of the PHSE SMSC and the values based education. RSHE will be taught in the context of relationships as well as promoting self-esteem and emotional health and wellbeing.

Which demonstrates and encourages the following:

- Self-respect
- Respect for others
- Responsibility for own actions
- Consideration for family, friends, school and wider community.

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under 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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (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

At King's Cliffe Endowed School, we teach RSHE as set out in this policy.

Policy development

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

1. Review – a member of staff (RSHE Lead) will pull together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff will be given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties will be invited to attend a meeting about the policy

4. Pupil consultation – we will investigated what exactly pupils want from their RSHE

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

Definition

For the purpose of this policy:

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.

Curriculum

Our RSHE curriculum is provided by Jigsaw PSHE and it is taught through six themes known as puzzle pieces. These themes include; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

The sex education part of our RSHE curriculum is taught through the 'Changing Me' puzzle piece and staff understand that we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We share all curriculum materials with parents and carers on our school website. Parents can access the curriculum coverage via a password protected tab on our school website.

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).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe
- General Wellbeing
- Sex Education*

*Sex Education is taught in years 5 and 6, in line with content about conception and birth in the science curriculum.

Sex Education is covered under the Changing Me jigsaw puzzle in our curriculum. Mapping for Changing Me can be found on our school website (password protected).

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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 (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Inclusion

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils 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 adaptation needed in teaching approaches, resources and support given.

Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- 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 pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

Use of external organisations and materials

At KCEPS, we use resources provided by Jigsaw PSHE and we also enhance the children's learning through workshops and enrichment opportunities provided by external agencies and volunteers. We will make sure that all materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use are; age-appropriate, in line with pupils' developmental stage and Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on: what they're going to say and their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

Child Protection/Confidentiality

Teachers are aware that effective relationship, sex and health education brings an understanding of what is and is not acceptable in a relationship and this may lead to disclosure of a child protection issue. If the member of staff believes that the child is at risk or in danger or has concerns about any information disclosed then the staff member involved will follow the school Safeguarding policy and immediately inform the DSL. All staff are aware that confidentiality cannot be promised if concerns exist.

Roles and responsibilities

The governing board

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

The governing board will hold the headteacher to account for the implementation of this policy.

The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE.

Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE by reporting this to the headteacher.
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL).

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher and PSHE Lead (Lynda Bowyer and Natasha Moore).

Pupils

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

Parents' right to withdraw

Parents have the right to withdraw their children from the RSHE curriculum. If a parent wishes to withdraw their child then they will need to make their request in writing to the

Head teacher (See appendix A). During these lessons, the child/children may be sent to another classroom to complete alternative work, which will be set by the class teacher.

Please note – Parents and carers may **NOT** withdraw their children from Relationships Education or Health Education or the lessons, which form part of the National Curriculum for science.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

Monitoring arrangements

The delivery of RSHE is monitored by the PSHE lead (Natasha Moore) through:

We ensure that all pupils have equal access to the RSHE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances. Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. At the end of the year, each year group reviews the RSHE programme they have implemented and pass on any comments to the RSHE leader as part of their monitoring cycle. The RSHE policy is reviewed on an annual basis taking into account the feedback from teaching staff and pupils. The RSHE subject leader will consider evaluations and recommendations before amending the policy alongside the head teacher and named governor. RSHE issues will be included in the induction programme for all new members of staff.

This policy will be reviewed by Natasha Moore every 2 years or as and when changes to curriculum occur. At every review, the policy will be approved by the governing board and the Headteacher.

Further information

King's Cliffe School is committed to inform parents when aspects of the relationship, sex and health programme are to be taught and to provide opportunities for parents to view the videos and resources being used upon request. Links with other policies This policy is linked with the following policies:

• PSHE

• Equal Opportunities

- Child Protection
- Inclusion
- Behaviour
- Anti-Bullying

These policies can be found on the staff drive

Appendix A: Parent/carer form requesting their child's withdrawal from sex education within RSHE

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

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