Baston CE Primary School

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Owner	Headteacher
Approval Body	Full Governing Board
Date Approved	29.09.26
Review Date	September 2026
Status	Issued

Document Control

Version Date	Author	Changes Made
9.7.26	SLT	Policy created

Contents

1. Policy Statement 3
2. Our Vision and Values 3
    Include 3
    Inspire 3
    Challenge 3
3. Statutory Requirements and Guidance 4
4. Policy Development 4
5. Definitions 4
6. Aims of Relationship Education, RSE and Health Education 5
7. Curriculum Implementation 5
8. Curriculum Content 6
9. Teaching Approach 6
10. Use of external organisations and materials 7
11. Safeguarding and Relationships Education 7
12. Inclusion and Equality 8
13. Working with Parents and Carers 8
    Parents' Right to Withdraw 8
14. Confidentiality 9
15. Roles and Responsibilities 9
16. Training 9
17. Monitoring and Evaluation 10
18. Policy Review 10
Appendix 1: Kapow RSHE Curriculum Progression 11

1. Policy Statement

At Baston CE Primary School, we recognise that Relationships Education, Relationships and Sex Education (RSE) and Health Education are essential aspects of preparing children for life in modern Britain.

Our curriculum supports pupils to develop the knowledge, skills, understanding and confidence needed to build positive relationships, make safe choices, understand themselves and others, and develop healthy attitudes towards their own wellbeing.
Relationships Education, RSE and Health Education are taught within the context of our school vision: **"Preparing the way…"** and our vision drivers: **Include, Inspire and Challenge.**
Through this curriculum, we aim to ensure that all children are supported to flourish as individuals and become respectful, compassionate and responsible members of our school community and wider society.

2. Our Vision and Values

Our Relationships Education, RSE and Health Education curriculum reflects our school values and supports children in developing positive relationships with themselves and others.

Include

Love

- developing caring and respectful relationships
- understanding that everyone deserves kindness and respect

Compassion

- recognising the feelings and needs of others
- showing empathy and understanding

Humility

- valuing differences between people
- recognising the importance of listening to and respecting others

Inspire

Thankfulness

- appreciating ourselves, our bodies and the people around us
- recognising positive relationships

Faithfulness

- developing honesty, trust and responsibility within relationships

Hope

- developing resilience, confidence and positive aspirations for the future

Challenge

Patience

- understanding emotions and developing positive ways to manage relationships

Self-control

- making safe choices, respecting boundaries and considering the impact of our actions

Joy

- celebrating individuality and diversity

Through our curriculum, pupils are encouraged to understand that they are valued, that their choices matter and that they have a responsibility to care for themselves and others.

3. Statutory Requirements and Guidance

This policy has been developed in accordance with:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance issued by the Department for Education.
- Keeping Children Safe in Education (KCSIE).
- The Equality Act 2010.
- The SEND Code of Practice.
- National Curriculum requirements for Science.
- The Education Act 1996.

As a primary school, we are required to provide:

- Relationships Education.
- Health Education.

In primary schools, the statutory Science curriculum includes teaching about reproduction and the life cycle of humans. Additional sex education content may be taught as part of the RSHE curriculum where appropriate and age appropriate.

Parents have the right to request that their child is withdrawn from some or all elements of sex education that fall outside of the statutory Science curriculum.

4. Policy Development

This policy has been developed following consultation with school leaders, governors and staff. It reflects the statutory requirements outlined in the Department for Education guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.
The policy has been informed by:

- statutory guidance from the Department for Education
- Keeping Children Safe in Education
- the needs of pupils and families within our school community
- our school vision, values and ethos
- the Kapow Primary Relationships and Health Education curriculum

Parents and carers are informed about the RSHE curriculum and are provided with opportunities to discuss the content and approach used by the school.
This policy will be reviewed regularly to ensure it remains appropriate, effective and compliant with statutory guidance.

5. Definitions

Relationships Education
Relationships Education teaches children about:

- different types of relationships
- families and people who care for them
- friendships

- respectful relationships
- kindness and compassion
- online relationships
- personal boundaries
- staying safe

Relationships and Sex Education (RSE)

RSE builds upon Relationships Education and supports children to understand:

- growing and changing
- puberty
- reproduction
- physical and emotional changes
- healthy relationships
- respect and responsibility

Health Education

Health Education supports pupils to understand:

- physical health
- mental wellbeing
- emotions
- personal hygiene
- healthy lifestyles
- online safety
- keeping themselves safe

6. Aims of Relationship Education, RSE and Health Education

Our intention is that pupils leave Baston CE Primary School with:

- an understanding of what makes a positive and healthy relationship
- the ability to recognise and communicate emotions
- confidence to seek help when needed
- an understanding of personal boundaries and consent
- respect for themselves and others
- knowledge of how to support their physical and mental wellbeing, recognise emotions and seek support when needed
- resilience and strategies to support their wellbeing
- an understanding of how to behave safely and respectfully online

We recognise that children develop at different rates. Teaching is therefore age appropriate and considers pupils' needs, experiences and stages of development.

7. Curriculum Implementation

Relationships Education, RSE and Health Education is taught through our chosen scheme:

Kapow Primary: Relationships and Health Education

Kapow provides a progressive, spiral curriculum that revisits key knowledge and skills at an age-appropriate level.

Teaching takes place through:

- dedicated RSHE lessons

- PSHE lessons
- Science
- Computing
- Physical Education
- Religious Education
- Collective Worship
- wider school opportunities and experiences

Teachers adapt lessons to ensure they meet the needs of their pupils, including pupils with SEND.

8. Curriculum Content

Relationships Education, Relationships and Sex Education (RSE) and Health Education are taught through a planned, progressive curriculum from EYFS to Year 6.

Our curriculum covers the statutory areas outlined in the Department for Education guidance, including:

Relationships Education

- families and people who care for us
- friendships and respectful relationships
- recognising and managing emotions
- online relationships
- personal boundaries and staying safe

Health Education

- physical health and wellbeing
- mental wellbeing
- recognising and managing emotions
- resilience and coping strategies
- personal hygiene
- healthy choices
- keeping safe, including online safety
- recognising when and how to seek support

Relationships and Sex Education

- growing and changing
- puberty and body changes
- reproduction (linked to the statutory Science curriculum)
- personal responsibility, respect and healthy relationships

Learning is carefully sequenced across EYFS to Year 6 to ensure that pupils revisit and build upon prior knowledge in an age-appropriate way.

Further detail about curriculum progression and specific content taught in each year group can be found in **Appendix 1: RSHE Curriculum Progression Map**.

9. Teaching Approach

Relationships and Sex Education is delivered as part of our wider Relationships and Health Education curriculum through **Kapow Primary: Relationships and Health Education.**

Kapow provides a progressive, spiral curriculum, allowing pupils to revisit key knowledge and skills at an age-appropriate level as they grow and develop.

RSE content is taught sensitively and gradually, ensuring that learning is appropriate to pupils' age, maturity and individual needs.
Topics including:

- relationships
- emotions and feelings
- personal boundaries
- puberty
- body changes
- reproduction

are taught using appropriate language and linked, where relevant, to the statutory Science curriculum. Teachers adapt lessons to ensure all pupils, including those with SEND or additional needs, can access the curriculum.

10. Use of external organisations and materials

At Baston CE Primary School, we carefully consider any external organisations, visitors or resources used to support Relationships Education, RSE and Health Education.
Any external providers must:

- support the aims and values of the school
- provide age-appropriate content
- complement, rather than replace, the school curriculum
- be appropriately vetted and meet safeguarding requirements

The RSHE Lead is responsible for reviewing resources and ensuring that any materials used align with statutory guidance, school values and the needs of pupils.
Our main RSHE curriculum resource is Kapow Primary Relationships and Health Education, which provides progression and consistency across EYFS to Year 6.

11. Safeguarding and Relationships Education

Relationships Education and Health Education play an important role in safeguarding children.
Through this curriculum, pupils learn:

- how to recognise safe and unsafe situations
- how to communicate concerns
- how to seek support from trusted adults
- how to respect boundaries
- how to stay safe online

Staff understand that discussions within RSHE lessons may lead to disclosures. Any concerns will be dealt with in accordance with the school's safeguarding procedures and reported to the Designated Safeguarding Lead (DSL).
The curriculum supports children to understand:

- child-on-child abuse
- harmful behaviours
- consent and boundaries
- online risks
- where to seek help

12. Inclusion and Equality

At Baston CE Primary School, we are committed to providing Relationships Education, RSE and Health Education that is inclusive and accessible for all pupils.
Our curriculum promotes respect, dignity and understanding, helping pupils to recognise and appreciate the similarities and differences between people.
Teaching will:

- recognise and celebrate diversity
- promote respect for all
- challenge stereotypes and prejudice
- support pupils with SEND and additional needs
- consider the needs of vulnerable pupils
- support pupils to understand and respect differences, including those linked to the protected characteristics outlined in the Equality Act 2010

Our teaching reflects our school values of **Love, Compassion and Humility**, encouraging pupils to value themselves and others and contribute positively to an inclusive school community.

13. Working with Parents and Carers

We recognise that parents and carers are the primary educators of their children and we value their partnership.
Parents are informed about:

- the content of the RSHE curriculum
- how lessons are delivered
- opportunities to discuss curriculum content

The school will provide information about RSHE through:

- the school website
- curriculum information
- communication with parents

Parents' Right to Withdraw

Parents and carers have an important role in supporting their child's education and are encouraged to discuss any questions or concerns they may have regarding Relationships Education, Relationships and Sex Education (RSE) and Health Education.
Parents and carers have the right to request that their child is withdrawn from some or all aspects of sex education delivered as part of RSE, other than those elements which form part of the statutory Science curriculum.
Parents and carers do not have the right to withdraw their child from Relationships Education or Health Education, as these are statutory elements of the curriculum.
Requests for withdrawal should be made in writing to the Headteacher. The Headteacher will discuss the request with parents/carers to ensure they understand the content of the lessons and the purpose of the curriculum.
Where a child is withdrawn from sex education lessons, the school will provide appropriate supervision and meaningful educational activities for the pupil during this time.

14. Confidentiality

Pupils are encouraged to share worries and seek support.
However, children are reminded that staff cannot promise confidentiality if information suggests that a child may be at risk of harm.
Any safeguarding concerns will be followed up in line with school procedures.

15. Roles and Responsibilities

Governors

Governors are responsible for:

- approving the policy
- ensuring statutory requirements are met
- monitoring the effectiveness of provision

Headteacher

The Headteacher is responsible for:

- ensuring the policy is implemented
- ensuring staff receive appropriate support and training

Designated Safeguarding Lead (DSL)

The DSL is responsible for:

- ensuring safeguarding procedures are followed where concerns arise through RSHE discussions
- supporting staff with disclosures or concerns
- ensuring RSHE contributes to the wider safeguarding curriculum
- monitoring links between RSHE and safeguarding priorities

RSHE Lead

The RSHE Lead is responsible for:

- monitoring curriculum delivery
- supporting staff
- reviewing resources
- gathering pupil and staff feedback
- ensuring progression

Teachers

Teachers are responsible for:

- delivering lessons effectively
- creating safe learning environments
- responding appropriately to pupil needs
- reporting safeguarding concerns

16. Training

Staff receive appropriate support and training to ensure they are confident delivering Relationships Education, RSE and Health Education.
Training may include:

- understanding statutory RSHE requirements
- curriculum content and progression
- safeguarding responsibilities

- responding to pupil questions
- supporting pupils with additional needs

The RSHE Lead will identify training needs and ensure staff have access to appropriate professional development.

17. Monitoring and Evaluation

Monitoring will be led by the RSHE Lead and reported to governors through curriculum monitoring processes. The effectiveness of RSHE provision will be monitored through:

- lesson visits
- pupil voice
- staff feedback
- curriculum reviews
- book looks/resources reviews
- governor monitoring

The curriculum will be reviewed regularly to ensure it continues to meet statutory guidance and the needs of pupils.

18. Policy Review

This policy will be reviewed every two years or earlier if statutory guidance changes.

Appendix 1: Kapow RSHE Curriculum Progression

Suggested long-term plan: RSE & PSHE

Overview (All year groups)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	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
Year 1	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?
Year 2	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 can we stay safe 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?
Year 3	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?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	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?
Year 5	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?
Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see 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?