



Chapel St Leonards Primary School

PSHE and Relationships, Sex & Health Education Policy

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Alignment with July 2025 RSHE Guidance

Our PSHE and Relationships, Sex and Health Education (RSHE) curriculum has been reviewed and designed to fully reflect the key changes set out in the Department for Education's updated RSHE guidance (July 2025). The curriculum takes account of emerging risks, safeguarding priorities and societal changes to ensure pupils are prepared for life in modern Britain.

In particular, our RSHE provision places a strong emphasis on safeguarding, including explicit teaching around misogyny, violence against women and girls, and contemporary online risks such as harmful digital content, toxic influencers, AI-generated imagery and manipulative online subcultures. Pupils are supported to develop critical thinking, resilience and the confidence to seek help when concerned.

Our curriculum also reflects the expanded focus on personal safety, including learning related to road, railway and water safety, and the Water Safety Code, alongside teaching

about staying safe in public spaces. These elements are embedded in an age-appropriate and preventative way.

Mental health and emotional wellbeing are prioritised throughout our RSHE curriculum, with strengthened coverage of grief, loss and loneliness, alongside ongoing teaching that supports emotional literacy, resilience and positive mental wellbeing.

We ensure that our RSHE curriculum is inclusive and representative of the diverse families and relationships within our school community and wider society. Teaching recognises and respects a range of family structures, including single-parent families, same-sex parents, kinship care, foster care and adoptive families, in line with the Equality Act (2010).

The school recognises the importance of teacher professionalism and expertise in delivering RSHE. Staff use their professional judgement to adapt content appropriately for pupils' age, maturity and needs. We are committed to transparent and proactive engagement with parents and carers, including providing opportunities to view RSHE materials and discuss curriculum content in advance.

In response to updated safeguarding guidance, our RSHE curriculum also includes learning about financial exploitation, helping pupils to understand risk, influence and where to seek support. This is supported through age-appropriate personal finance education within PSHE.

The school maintains a clear and up-to-date RSHE policy that reflects current statutory guidance. In line with legal requirements, parents retain the right to withdraw their child from non-statutory sex education, but not from Relationships Education or Health Education, which remain statutory for all pupils.

1. Aims

The aims of relationships and sex education (RSE) 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- RSE also relates to our golden value; respect where we teach children to respect all human beings as
 - individuals and respect the different relationships within society.

2. Statutory requirements

As a primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, 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 RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Chapel St Leonards Primary School we teach RSE as set out in this policy.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils 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.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

5. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum which is delivered through the KAPOW programme. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building block and characteristic of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

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

6. Roles and responsibilities

6.1 The governing board

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

6.2 The Headteacher

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

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE
- 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 PSHE lead.

6.4 Pupils

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

7. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

8. Training

Staff are trained on the delivery of RSE 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 RSE.

9. Monitoring arrangements

The delivery of RSE is monitored by the PSHE lead, Miss Roberts, through

- Planning scrutinies
- learning walks
- Observations
- Pupil Interviews
- Book scrutiny

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Miss Roberts

At every review, the policy will be approved by the governing board/committee and the Headteacher.

Appendix 1: Curriculum Map (Kapow Overview – Mixed-Year Groups)

Chapel St Leonards Primary School & Nursery delivers RSHE through the Kapow Primary PSHE/RSHE scheme. The curriculum is organised to reflect mixed-age classes while ensuring age-related expectations, progression and appropriate depth for all pupils.

Reception

- Families and people who care for us
- Friendship skills: sharing, turn-taking and kindness
- Recognising and naming feelings
- Managing emotions and calming strategies
- Keeping safe and identifying trusted adults
- Personal hygiene and self-care routines

Year 1 / Year 2

- Friendships and resolving conflict
- Recognising emotions in self and others
- Respecting differences and diversity
- Keeping safe online (age-appropriate)
- Healthy habits and wellbeing
- Rules, choices and responsibility

Year 3 / Year 4

- Positive and respectful relationships
- Bullying (including cyberbullying) and how to get help
- Digital citizenship and online safety
- Physical and mental wellbeing
- Understanding body changes (statutory Health Education)
- Rights, responsibilities and community

Year 5 / Year 6

- Healthy and respectful relationships
- Peer pressure and decision-making
- Online safety, media influence and digital identity
- Mental health and emotional resilience
- Puberty and physical development (statutory)
- Conception and birth (non-statutory sex education – Year 6 only)

Appendix 2: By the End of Primary School, Pupils Should Know

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, including commitment to each other, including in times of difficulty.
- That others' families may be different from their own and that stable, caring relationships are important.
- How to recognise what is meant by a healthy friendship and how to manage conflict.
- The importance of respecting others, even when they are very different from them.
- What a stereotype is and how stereotypes can be unfair, negative or destructive.
- How information and data is shared and used online and the importance of being safe online.
- How to report concerns or abuse and the vocabulary and confidence to do so.
- That mental wellbeing is a normal part of daily life and how to look after it.
- The main changes that occur during puberty and the importance of personal hygiene.
- Where to seek advice and support for relationships, wellbeing and safety.

Appendix 3: Parent Request for Withdrawal from Sex Education within RSE

School: Chapel St Leonards Primary School & Nursery

Trust: Community Inclusive Trust

Pupil Name: _____ Class: _____

I wish to request that my child is withdrawn from non-statutory sex education lessons delivered as part of the Relationships and Sex Education (RSE) curriculum.

I understand that:

- This request applies only to non-statutory sex education content.
- There is no right to withdraw from Relationships Education, Health Education or statutory science.
- The school will provide appropriate alternative provision during these lessons.

Parent/Carer Name: _____

Signature: _____ Date: _____

Headteacher Signature: _____ Date: _____