Relationships, Health and Sex Education (RHSE) Policy.

Adswood Primary School

Ratified by Governing Body on:	December 2026
M. Smart Head Teacher	Chair of Governors
Governing Body Review Date:	December 2027

Statutory Relationships, Sex, and Health Education (RSHE) Policy

1. Policy Statement and Rationale

At Adswood Primary School, we strive to create an environment where learners feel that their social and emotional needs are met and nurtured. We believe that Relationships, Sex, and Health Education (RSHE) plays a fundamental role in providing learners with the knowledge, skills, and understanding they need to lead confident, healthy, and independent lives, and to become informed, active, and responsible citizens.

This policy outlines our statutory compliance under the Department for Education (DfE) guidance on *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. It operates in conjunction with our overarching PSHE and Citizenship Policy, Pastoral Support Framework, Safeguarding & Child Protection Policy, and Equality Policy.

2. Statutory Framework and Requirements

Under statutory guidance issued by the Department for Education, primary schools in England are required to provide:

- **Relationships Education (Statutory):** Compulsory for all primary aged pupils.
- **Health Education (Statutory):** Compulsory for all state-funded primary schools.
- **Sex Education (Non-Statutory in Primary):** The DfE continues to recommend that all primary schools have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils.

This policy has been produced in accordance with the Equality Act 2010, the Children and Social Work Act 2017, and the DfE statutory guidance. It also aligns with the national expectations for Spiritual, Moral, Social, and Cultural (SMSC) development and Fundamental British Values.

3. Curriculum Structure: The Kapow Primary Scheme

To ensure high-quality, sequential, and consistent delivery across all key stages, Adswood

Primary School adopts the updated **Kapow Primary PSHE & RSHE Scheme of Learning**. Kapow provides a structured, spiral curriculum where key concepts are revisited with increasing depth as pupils mature.

3.1 Core Strands

Learning is organized into recurring key strands across the school:

- **Families and Relationships:** Developing understanding of diverse family structures, positive friendships, conflict resolution, respectful relationships, and personal boundaries.
- **Health and Wellbeing:** Building emotional literacy, mental wellbeing, personal hygiene, self-regulation, resilience, physical activity, and healthy lifestyles.
- **Safety and the Changing Body:** Online safety, digital literacy, personal safety, bodily autonomy, puberty, basic first aid, and substance education (DATE).
- **Citizenship:** Exploring communities, rules, democracy, human rights, diversity, inclusion, and British values.
- **Economic Wellbeing:** Developing financial literacy (saving, needs vs. wants) and career aspirations.
- **Identity and Transition:** Self-awareness, managing personal changes, and transition to new Key Stages or secondary school.

3.2 Key Stage 2 Mixed-Age Curriculum Structure

To accommodate mixed-year group classes in Key Stage 2, Adswood Primary follows Kapow Primary's two-year cyclic mixed-age planning framework (**Cycle A and Cycle B**):

Planning Cycle	Implementation Structure	Progression Safeguards
Cycle A	Taught across all KS2 mixed classes in Year 1 of the two-year cycle.	Differentiated learning objectives ensure foundational skills precede advanced concepts.
Cycle B	Taught across all KS2 mixed classes in Year 2 of the two-year cycle.	Learning outcomes are tailored to ensure appropriate challenge for both year groups in the room.

The PSHE Subject Leader maintains a central subject tracking framework to ensure every child receives their complete statutory RSHE entitlement before graduating from primary education.

4. Detailed RSHE Content Breakdown

Curriculum Area	Statutory Status	Key Content Covered
Relationships Education	Statutory (Compulsory)	• Families and people who care for me (including diverse family structures). • Caring friendships, trust, and resolving conflict. • Respectful relationships, courtesy, and self-respect. • Online relationships, media literacy, and digital safety. • Being safe: boundaries, consent, seeking help, and recognizing unsafe situations.
Health Education	Statutory (Compulsory)	• Mental wellbeing, emotional literacy, and strategies for self-regulation. • Internet safety, screen time, and impact on mental health. • Physical health, fitness, healthy eating, and dental hygiene. • Drugs, alcohol, and tobacco education (DATE). • Health and prevention (sleep, sun safety, hygiene). • Basic First Aid (dealing with common injuries, emergency calling). • Changing adolescent bodies and physical puberty changes.

Curriculum Area	Statutory Status	Key Content Covered
Sex Education	Non-Statutory (School-Determined)	• Human reproduction and birth (delivered in Upper Key Stage 2). • Understanding how a baby is made and born (building upon National Curriculum Science).

5. Parental Consultation and the Right to Withdraw

5.1 Parental Consultation

Adswood Primary School recognises the vital role parents and carers play in their children's learning. Parents and carers are consulted on the RSHE policy and scheme of learning via the school website (www.adswood-pri.stockport.sch.uk), parent information sessions, and dedicated feedback channels prior to policy adoption and significant curriculum updates.

In accordance with DfE requirements, all teaching resources and scheme materials used in RSHE lessons—including those provided by Kapow Primary—are available for parents/carers to view upon request, and no third-party copyright restrictions prevent parental access to these materials.

5.2 Right to Withdraw from Non-Statutory Sex Education

Parents and carers have the statutory right to request that their child be withdrawn from the non-statutory elements of Sex Education taught within the Upper Key Stage 2 RSHE curriculum (specifically human reproduction).

Please Note: There is **no right to withdraw** pupils from statutory Relationships Education, Health Education, or any compulsory components of the National Curriculum Science framework (e.g., biological aspects of human growth and puberty).

5.3 Withdrawal Request Procedure

1. **Written Request:** Parents/carers wishing to withdraw their child must submit a written request to the Headteacher outlining their concerns or reasons.
2. **Formal Discussion:** The Headteacher (or designated member of the Senior Leadership Team) will invite the parent/carer to a formal meeting to discuss the request, explain the statutory context, clarify what is taught, and explore any potential social or emotional impacts on the child.

3. **Documentation & Decision:** Unless exceptional circumstances apply, the school will grant the request and document the outcome.
4. **Alternative Provision:** Pupils withdrawn from non-statutory Sex Education lessons will receive appropriate, purposeful learning experiences (e.g., supervised independent study in another class) during those specific sessions.

6. Inclusion, Diversity, and Equality Act Compliance

In line with the Equality Act 2010, Adswood Primary School ensures that RSHE is accessible and inclusive for all learners, regardless of age, gender, race, disability, religion or belief, special educational needs, or sexual orientation.

- **Special Educational Needs & Disabilities (SEND):** Teaching is differentiated, structured, and adapted to ensure pupils with SEND can access learning meaningfully. High-impact visual aids and tailored pastoral support are provided as needed.
- **LGBT+ Inclusivity:** LGBT+ identities, relationships, and families are integrated naturally into the curriculum in an age-appropriate, respectful, and sensitive manner. This fosters an environment of mutual respect, reduces bullying, and reflects modern British society.
- **Cultural Sensitivity:** Lessons respect diverse religious and cultural backgrounds while adhering firmly to statutory guidance and universal human rights.

7. Managing Sensitive and Difficult Questions

Due to the nature of RSHE topics, pupils may ask spontaneous or sensitive questions that go beyond the planned curriculum content. To ensure safety and consistency, staff adhere to the following protocols:

- **Safe Learning Environment:** Every class establishes ground rules (distancing techniques, mutual respect, confidentiality limits) prior to RSHE units.
- **Anonymous Question Boxes:** Used in Key Stage 2 to allow pupils to raise questions privately without fear of peer judgment.
- **Age-Appropriate Responses:** Teachers respond to spontaneous questions accurately and neutrally within an age-appropriate boundary. If a question falls outside the curriculum scope, teachers will acknowledge it and defer answering directly.
- **Individual Guidance:** Where a question indicates a child may need specific advice or support, the teacher will address it on a 1-to-1 basis or notify the child's parents/carers where appropriate.
- **Safeguarding Escalation:** Staff can never offer unconditional confidentiality. If a pupil disclosure or question gives rise to a safeguarding concern, the staff member must immediately report it to the Designated Safeguarding Lead (DSL) in accordance with the Safeguarding and Child Protection Policy.

8. Integration with Pastoral Care and Relational Inclusion

The pastoral team works hand-in-hand with class teachers to support pupils' social, emotional, and mental health needs through a continuum of care:

- **Targeted Interventions:** Small-group or individual pastoral sessions reinforce core RSHE themes for pupils requiring extra emotional scaffolding.
- **Responsive & Crisis Care:** Immediate support is available when children experience emotional distress or disclosures arise during RSHE discussions.
- **Restorative Approaches:** In alignment with Trust Relational Inclusion policies, staff prioritise empathy, connection, and restorative practice over punitive measures, utilising weekly class 'circles' to nurture a healthy, respectful community.

9. Roles and Responsibilities

Role	Key Responsibilities
Governing Body & Trust	• Approve the statutory RSHE policy and ensure statutory compliance. • Monitor curriculum implementation and effectiveness via subject reports.
Headteacher	• Ensure consistent delivery of the RSHE curriculum across all year groups. • Handle parental requests for withdrawal from non-statutory Sex Education. • Ensure staff receive appropriate training and support.
PSHE / RSHE Subject Leader (Samantha Smith)	• Maintain curriculum mapping, Kapow scheme progression, and assessment monitoring. • Support staff with CPD, pedagogical guidance, and resource selection. • Evaluate teaching quality through learning walks, book looks, and pupil voice.
Class Teachers & Support Staff	• Deliver high-quality RSHE lessons in line with the Kapow scheme and school ethos. • Maintain a safe, respectful classroom environment.

Role	Key Responsibilities
	• Handle sensitive questions professionally and escalate safeguarding concerns to the DSL.

10. Assessment, Monitoring, and Reporting

Formative assessment is ongoing during lessons, with evidence recorded on teacher planning and digital evidence books via the Seesaw app. Summative judgements are recorded on the whole-school tracking framework.

Subject Leader Samantha Smith monitors RSHE teaching and learning through class observations, pupil voice, learning walks, and Seesaw review, in accordance with the School Self-Review Policy. Parents receive an annual summary statement regarding their child's personal and social development on their end-of-year report.