Relationships, Sex and Health Education (RSHE) policy

Elements Diocesan Learning Trust

Madresfield CE Primary School

Approved by:	LAB approval	**Date:**	22.10.2026
Last reviewed on:	March 2026		
Next review due by:	September 2027		

Elements Diocesan Learning Trust is a company limited by guarantee registered in England and Wales with the company number 10390487.
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Our Vision

Ignite Illuminate Inspire

At Madresfield we are a caring inclusive school, where everyone is welcome as Jesus welcomed all. We work closely with all stakeholders to support our children in achieving their God given potential. Inspired by ***Psalm 119:105 "God's word is a lamp to guide our feet and a light for our path"***.

As a school we aim to:

Ignite: to cultivate a love for learning and awe and respect for God's world.

Illuminate: to trust in God to guide us and develop our wisdom and compassion as we journey through school.

Inspire: to help our children to shine as we celebrate their successes and help them to develop into beacons of hope for others within our school and wider communities.

In order for children to achieve their potential we have in place and follow the following school rules:

Be kind- being kind to others.

Be ready- being ready to learn.

Be respectful- being respectful to all.

Be safe- being safe around school.

Equality and Diversity Statement

At Madresfield CE Primary School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community.

This policy is based on the Elements Diocesan Learning Trust Policy.

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1. Aims

The aims of relationships and sex education (RSHE) at Madresfield CE Primary 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 to cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. We must also teach health education.

In teaching RSHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Schools are required to teach a new framework for **Relationships, Sex and Health Education. from September 2026**. Our KAPOW curriculum reflects these changes.

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

3. 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 at Madresfield CE Primary School gathered all relevant information including relevant national and local guidance.
2. Staff consultation – staff across the school were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – Madresfield communicated the changes to learning to parents/carers who were invited to feedback and raise any queries in July 2026
4. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification.

4. Definition

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health.

5. Curriculum

- Every primary school is required to deliver statutory Relationships Education and Health Education. We have also chosen to teach certain aspect of Sex Education.
- 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.
- RSHE 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.
- RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.
- The delivery of the Relationships Education and Health Education coincide with one another and will be delivered as part of the school's PSHE curriculum.
- The relationships, sex and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

- The relationships, sex and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- The relationships, sex and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.
- We consult with parents, pupils and staff in the following ways:
    - Newsletters and letters
    - Questionnaires and surveys
    - Staff meetings
    - Pupil Voice and feedback
- Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
    - Organising a meeting with the Headteacher.
    - Emailing office@madresfield.dowmat.education FAO the Headteacher.
- When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

6. Delivery of RSHE

- The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.
- Lessons will be delivered weekly in all classes as follows:
    - KS1 – lessons are 40-45 minutes in length
    - KS2 – lessons are 50-60 minutes in length
- Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, 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.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- Pupils will be taught about LGBTQ+ in Year 6; however, we will always consider the development and maturity of pupils before teaching this topic.
- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online and Acceptable Use Policy.
- Teachers will establish what is appropriate for one-to-one and whole-class settings and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.
- Teachers will focus on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- Any resources or materials used to support learning will be formally assessed by the Relationships and Health Education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress.

7. Inclusivity

Our school will teach about these topics in a manner that:

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

They 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 differentiation needed

8. Use of resources

Our schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE 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 a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

9. Working with external partners

- External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.
- The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy
- Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding Policy.
- The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers and includes anti-bullying, peer mediation and NSPCC Speak Out Stay Safe.

10. Equality and Accessibility

- 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

- The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Safeguarding Policy, which set out expectations of pupils.

11. Roles and responsibilities

The Local Academy Board (LAB) is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- The religious ethos of the school is maintained and developed through the subjects.

The Headteacher is responsible for:

- The overall implementation of this policy.
- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.
- Reporting to the Local Academy Board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The Relationships and Health Education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Leading the development and delivery of effective RSHE.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subject.
- Liaising with parents and carers.
- Keeping subject information up to date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

Class teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Working with the Relationships and Health Education subject leader to evaluate the quality of provision.

The SENDCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of teaching assistants in order to meet pupils' individual needs.

12. Parents' right to withdraw

- Relationships and Health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.
- As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the Sex Education curriculum. The Kapow Primary Lessons considered 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*
- The Headteacher will automatically grant withdrawal requests in accordance with point 13.2; however, the Headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The Headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- The Headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- The parent will be informed in writing of the Headteacher decision.
- Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education.

13. Training

- All staff members at the school will undergo training to ensure they are up to date with the relationship, sex and health education programme and associated issues.
- Members of staff responsible for teaching the subjects will undergo further training, led by the Relationships and Health Education subject leader, to ensure they are fully equipped to teach the subjects effectively.
- Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

14. Monitoring arrangements

- The Relationships and Health Education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.
- The Relationships and Health Education subject leader will conduct subject assessments, which will include a mixture of the following:
    - Self-evaluations
    - Lesson observations
    - Topic feedback forms
    - Learning walks
    - Work scrutiny
    - Lesson planning scrutiny
- The Relationships and Health Education subject leader will report on the quality of the subjects.
- The Relationships and Health Education subject leader will work consistently with the Headteacher to evaluate the effectiveness of the subjects and implement any changes.

Appendix 1: Curriculum Overview for parents and carers RSE and PSHE (Kapow)

RSE & PSHE curriculum overview (EYFS:Reception)

EYFS (Reception)

Self-regulation: My feelings

The children learn to recognise and understand their feelings, identifying when emotions arise and how to manage them effectively.

Building relationships: Special relationships

Examining why some people are special and valued, the children learn the importance of sharing and develop strategies to do so. They also consider themselves as valuable individuals and explore diversity by recognising people's similarities and differences.

Managing self: Taking on challenges

The children consider why rules exist and learn the importance of persistence and perseverance when facing challenges.

Building relationships: My family and friends

Exploring cultural festivals, the children reinforce the importance of sharing and turn-taking through role-play. They also consider the ingredients for a good friend and explore how kind words make others feel.

Managing self: My wellbeing

Understanding why exercise is important for both physical and mental health, the children consider the effects of different types of exercise on the body. They also recognise how to travel safely as a pedestrian and how to make balanced food choices.

RSE & PSHE curriculum overview for parents and carers (KS1)

Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Investigating the characteristics of positive friendships, the children learn that issues can be overcome, that people show feelings differently and that stereotyping is unfair. They also recognise how families can be different.	Recognising emotions and ways to manage them, the children explore practical strategies for wellbeing. They also develop an understanding of the importance of good sleep, hand hygiene, sun safety, and how to respond to an allergic reaction.	Learning how to respond to adults in different situations, the children also begin to distinguish between appropriate and inappropriate physical contact. In addition, the children learn how to call the emergency services and identify potential hazards in the home.	Exploring the importance of rules and the consequences of not following them, the children also explore the similarities and differences between themselves and others.	Identifying what money is and where it comes from, the children also begin to understand the difference between spending and saving.

Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning that families are made up of different people who offer care and support, the children also explore the conventions of manners. In addition, they begin to develop an understanding of self-respect.	Identifying strategies to manage different emotions, the children also learn how to set goals and begin to develop a growth mindset. They also learn about the importance of dental hygiene.	Developing their understanding of safety, the children learn about road safety, online safety and the safe use of medicines. They also begin to distinguish between secrets and surprises, name body parts and explore the concept of privacy.	Considering the rules that exist outside of school, the children also explore the different roles people have within the local community. In addition, they learn how to voice their opinions respectfully and confidently.	The children explore the difference between wants and needs when it comes to money.

Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Considering how some relationship problems could be resolved, the children develop effective listening skills and learn about non-verbal communication. They also explore the impact of bullying and what actions can be taken, consider trust and who to trust and recognise that stereotyping can exist.	The children recognise that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation. They also explore identity through the groups they belong to and how to solve problems by breaking them down.	Further developing their safety knowledge, the children learn how to call the emergency services and stay safe near roads. The children also explore being a responsible digital citizen by learning about cyberbullying and identifying unsafe digital content.	Learning about local democracy, the children explore the importance of people's rights and the roles of local charities.	Learning how to create a budget, the children also consider the ethics of spending, potential jobs and careers and stereotyping in the workplace..

Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
The children develop an understanding of courtesy and manners, recognise emotional and physical boundaries in friendships and identify how behaviour can affect others. The children also explore the impact of bullying, varied family life and bereavement.	Discussing emotional maturity, the children develop their ability to identify and manage their emotions while also appreciating the feelings of others. In addition, they learn how to cultivate a growth mindset.	Building their understanding of online safety, the children examine the benefits and risks of sharing information online, age restrictions and the difference between private and public. They also learn the physical and emotional changes in puberty and the risks associated with tobacco.	Learning about human rights, the children also explore the role of groups within the local community and appreciate its diversity.	Developing their knowledge of money, the children consider the choices associated with spending, what makes something good value and how to look after money.

RSE & PSHE curriculum overview for parents and carers (Upper KS2)

Year 5

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing their understanding of families and marriage, the children learn what to do if someone feels unsafe within their family. They also explore how to strengthen a friendship, the impact of bullying and what influences a bully's behavior and how to appreciate their personal attributes.	Developing greater responsibility for sleep, sun safety and healthy eating, the children also recognise how to manage and take responsibility for their feelings.	Exploring the emotional and physical changes of puberty, including menstruation, the children also develop their online safety and knowledge of first aid. In addition, the consider the influence of others, peer pressure and how to make independent decisions.	The children gain an introduction to the justice system and how Parliament works.	Developing an understanding of the risks associated with money, particularly online.

Year 6

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Identifying ways to resolve conflict through negotiation and compromise, the children consider the importance of respect in the friendships and relationships. In addition, they begin to recognise the process and emotions relating to grief.	The children explore screen time and the effect on their physical and mental health. In addition, they consider strategies for being resilient in challenging situations, how to plan for long-term goals and the facts around immunisation.	The children learn about the changes experienced during puberty. Additionally, they examine the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Developing their understanding of human rights, the children learn to identify discrimination as well as the importance of diversity and national democracy.	Exploring career paths and the variety of different jobs available. **Identity** Learning about the children's personal identity and body image.