

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

St Margaret's Collier Street CE Primary School

2026–27

1. Policy details

Approved by	Full Governing Body
Date approved	tbc
Next review	tbc
PSHE and RSE lead	
Statutory basis	Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, in force from 1 September 2026

This policy should be read alongside our Safeguarding and Child Protection, Behaviour, Anti-Bullying, Online Safety, SEND, Equality, Supporting Pupils with Medical Needs, and Complaints policies.

A free copy of this policy is available on request from the school office and is published on the school website.

2. Intent and Christian vision

At St Margaret's, we believe every child is uniquely made and loved by God. Our RSHE and PSHE curriculum helps children to grow, so that they can live life in all its fullness (John 10:10).

Our curriculum aims to give children the knowledge, skills and attitudes they need to:

- form healthy, kind and respectful relationships with family, friends and others, both in person and online
- understand how to look after their physical and mental health and wellbeing
- keep themselves and others safe, and know how and where to get help
- understand how their bodies change as they grow, using the correct vocabulary
- recognise when something is wrong, including abuse, and feel confident to tell a trusted adult
- value themselves and others, respect difference and understand their responsibilities as members of a community
- manage money and begin to understand the world of work

RSHE and PSHE are taught in a nurturing, safe environment where children's questions are welcomed and treated with respect. The curriculum supports our whole-school approach to behaviour, safeguarding and wellbeing.

3. Legal framework

As a maintained primary school, we are required to teach Relationships Education and Health Education to all pupils. This policy has regard to:

- the Children and Social Work Act 2017 (sections 34 and 35)

- the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- the Department for Education statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, revised in July 2025 and in force from 1 September 2026
- the Education Act 1996 and Education Act 2002, including the requirement to provide a balanced and broadly based curriculum
- the Equality Act 2010, including the Public Sector Equality Duty
- *Keeping Children Safe in Education* (current version)
- the National Curriculum in England, including the science curriculum
- the Early Years Foundation Stage (EYFS) statutory framework, Personal, Social and Emotional Development

As a Church of England school, we also have regard to Church of England Education Office guidance on faith-sensitive and inclusive RSHE.

Sex education is not compulsory in primary schools, but the DfE recommends it. Our approach is set out in section 6.

4. Definitions and what we teach

Area	What it covers	Status	Can parents withdraw?
Relationships Education	Families and people who care for me; caring friendships; respectful, kind relationships; online safety and awareness; being safe	Statutory	No
Health Education	General wellbeing; wellbeing online; physical health and fitness; healthy eating; drugs, alcohol, tobacco and vaping; health protection and prevention; personal safety; basic first aid; developing bodies (including puberty and menstruation)	Statutory	No
Science	Human life cycle, growth, external body parts, reproduction in plants and animals	Statutory (National Curriculum)	No
Sex education	How a baby is conceived and born, beyond the science curriculum	Non-statutory, recommended by the DfE	Yes
Wider PSHE	Citizenship, economic wellbeing, identity and personal development	Non-statutory, part of our broad curriculum	No

Key points from the statutory content include:

- **Correct vocabulary.** Children learn the correct names for body parts, including the genitals, that these parts are private, and that their body belongs to them.
- **Recognising abuse.** Children learn to recognise when something is wrong, that they should not keep secrets that make them feel unsafe, and how to report concerns.
- **Families.** Children learn that families take many forms, including families with same-sex parents, and that families are characterised by love and care.



- **Puberty and periods.** Children learn about puberty and the menstrual cycle before most girls start their periods, as periods can begin as early as age eight.
- **Wider safety.** Children learn about online safety, gaming and gambling risks, and safety near water, roads and railways.
- **Change and loss.** Children learn that grief is a natural response to bereavement and that everyone grieves differently.

5. Curriculum organisation and teaching approach

We teach RSHE and PSHE using the Kapow Primary RSE and PSHE scheme, from EYFS to Year 6. The scheme is mapped to the statutory guidance and follows a spiral curriculum, so children revisit key themes each year and build on prior learning.

Unit	Focus
Introductory lesson	Agreeing ground rules for a safe learning environment
Families and relationships	Families, friendships, respectful relationships, managing conflict, bullying and stereotypes
Health and wellbeing	Physical and mental health, healthy eating, sleep, sun safety, relaxation and immunisation
Safety and the changing body	Online safety, road and water safety, first aid, medicines, puberty and the changing body
Citizenship	Rights and responsibilities, democracy, diversity, community and the environment
Economic wellbeing	Money, spending, saving, budgeting and careers
Identity (Year 6)	What makes us who we are, and body image
Transition	Preparing for the next year group or for secondary school

In EYFS, children learn through the Kapow units on self-regulation, building relationships and managing self, linked to the Personal, Social and Emotional Development area of learning.

How we teach

- RSHE and PSHE are taught in a weekly lesson by class teachers, who know the children best.
- Learning is reinforced through collective worship, circle time, assemblies, the wider curriculum (especially science, computing and RE), and visits and visitors.
- Each class agrees ground rules at the start of the year. These include respecting others' views, not sharing personal stories about others, and the right to pass.
- Teaching is age-appropriate and sequenced so that children learn skills and knowledge before they are likely to need them.
- Teachers use distancing techniques, such as stories, scenarios and characters, so that children can explore sensitive issues safely.
- Teachers adapt Kapow lessons to the needs of their class, and check all resources for accuracy and suitability before use.

Answering questions

Children's questions are welcomed. During lessons related to puberty, body parts and sex education, a question box is available for children to ask questions anonymously. Teachers answer questions honestly, factually and in an age-appropriate way.

If a question goes beyond the taught content, the teacher may answer it individually later, suggest the child talks to their parents or carers, or speak to parents themselves. The emphasis is always on



supporting the child. If a question raises a safeguarding concern, the teacher follows our Safeguarding and Child Protection Policy.

6. Sex education and the right to withdraw

Following consultation with parents, we teach sex education in Year 6, in the summer term, through the Kapow scheme. This builds on the puberty and science content children have already learned, and helps prepare them for secondary school. Any content on human reproduction is consistent with the factual description of conception in the science curriculum.

What parents can and cannot withdraw from

- Parents **can** withdraw their child from some or all of the sex education lesson(s) described above.
- Parents **cannot** withdraw their child from Relationships Education, Health Education (including puberty and menstruation), or the science curriculum.

How to request withdrawal

1. Parents put their request in writing to the headteacher.
2. The headteacher will meet the parents to discuss the request. Where appropriate, the child may be included. The discussion covers the benefits of the lesson(s), what will be missed, and the risk that the child hears inaccurate information from peers instead.
3. In line with the statutory guidance, the headteacher will then grant the request.
4. The request and the discussion are recorded and kept on the child's file.
5. The child receives appropriate, purposeful education elsewhere in school during the lesson(s).

7. Working with parents and carers

Parents and carers are the first educators of their children, and we want to work in partnership with them.

- **Consultation.** We consult parents when we develop and review this policy, and on the content of our sex education. This policy has been circulated to all parents for consultation before being sent to governors for approval.
- **Information.** We tell parents what will be taught and when, particularly before puberty and sex education lessons, so that they can prepare their child and continue the conversation at home.
- **Viewing materials.** Parents can view all RSHE and PSHE teaching materials on request. We show a representative sample at parent information sessions. Because Kapow materials are subject to copyright, we share them by showing them in school or through a supervised viewing, crediting the provider and asking parents not to copy or share them further. Copyright affects how we share materials, not whether we share them.
- **Curriculum content.** Parents' views are listened to and valued. However, parents cannot veto curriculum content.
- **Concerns.** Parents with questions should speak to their child's class teacher or the PSHE lead in the first instance. Formal concerns are handled through our Complaints Policy.

8. Inclusion, SEND and equality

- **SEND.** RSHE and PSHE are especially important for children with SEND, who may be more vulnerable to exploitation and bullying. Teachers adapt lessons, using visuals, pre-teaching, small-group work or additional adult support, in consultation with the SENCO and parents. Kapow's characters and resources are designed with inclusion in mind.

- **Equality.** We comply with the Equality Act 2010. Teaching is respectful of all children and their families, and does not discriminate against any pupil because of a protected characteristic.
- **Faith and belief.** As a Church of England school, we may share Christian perspectives on relationships, alongside the views of other faiths and none. We are clear when content reflects religious belief rather than fact or law, and we are sensitive to the religious backgrounds of all our families.
- **Families.** We teach that families come in many different forms, including single-parent, adoptive, foster, kinship and same-sex parent families, so that every child sees their family reflected and valued.
- **Sex and gender.** In line with the statutory guidance, teaching about biological sex and gender reflects the facts and the law, is age-appropriate, and does not teach as fact that all people have a gender identity. Any external resources on this topic are shared with parents in advance.
- **Periods.** We make sensitive arrangements to help girls prepare for and manage periods, including access to free period products through the national Period Products Scheme.

9. Safeguarding, confidentiality and visitors

- **Disclosures.** RSHE lessons may lead a child to disclose abuse or a safeguarding concern. Staff respond in line with our Safeguarding and Child Protection Policy and report to a Designated Safeguarding Lead immediately. Staff never promise a child confidentiality.
- **Knowing where to get help.** Children are taught how to report concerns, to a trusted adult in school or at home, through our worry boxes, or to services such as Childline.
- **External visitors.** Visitors, such as the school nurse or emergency services, can enrich teaching. The school remains responsible for what is taught. We check materials and lesson plans in advance for accuracy and age-appropriateness, a member of staff is always present, and visitors are briefed on our safeguarding and confidentiality procedures.
- **Online safety.** Online safety teaching links to our Online Safety Policy and our filtering and monitoring arrangements.

10. Roles and responsibilities

Who	Responsibilities
Governing body	Approve and review this policy; ensure pupils make progress, teaching is accessible to all pupils including those with SEND, content and materials follow the statutory guidance, and parents are clearly informed. Foundation governors help ensure teaching reflects the school's Christian character.
Headteacher	Ensure RSHE and PSHE are taught consistently; manage requests to withdraw from sex education; ensure staff are trained.
PSHE and RSE lead	Plan and resource the curriculum; support and train staff; monitor teaching and learning; keep up to date with guidance; coordinate parent consultation and information.
Class teachers	Teach RSHE and PSHE sensitively and in line with this policy; adapt lessons to pupils' needs; assess progress; respond to questions and report safeguarding concerns.
Pupils	Take part respectfully, follow the agreed ground rules and treat others with kindness.

All teaching staff are expected to teach the statutory content. Any staff member with concerns about teaching a particular topic should speak to the headteacher, and training and support will be provided.



11. Assessment, monitoring and review

- **Assessment.** Teachers assess children's learning using Kapow's assessment guidance, including starting-point activities at the beginning of each unit and end-of-unit reflection, so that progress can be seen over time. Assessment focuses on knowledge, understanding and skills, not on personal attitudes or experiences.
- **Monitoring.** The PSHE and RSE lead monitors teaching and learning through lesson visits, pupil voice, book and floor-book looks, and planning reviews, and reports to governors [annually].
- **Training.** Staff receive training on RSHE and PSHE, including the 2026 statutory changes, use of the Kapow scheme, handling sensitive questions, and safeguarding.
- **Review.** This policy is reviewed annually by the PSHE and RSE lead and the headteacher, with parents consulted, and approved by the governing body. It will also be reviewed if the statutory guidance changes.

Key references

- Department for Education (2025), *Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance*, in force from 1 September 2026 — www.gov.uk
- Department for Education, *Keeping Children Safe in Education* (current version)
- Kapow Primary RSE and PSHE scheme — www.kapowprimary.com
- PSHE Association — www.pshe-association.org.uk