

Relationships, Sex and Health Education (RSHE)

Policy



'Let your light shine before others, that they may see your good deeds and glorify your Father in heaven'

Matthew 5:16

Date: September 2026

Date of Review: September 2027

Bierton Church of England Combined School

Relationships, Sex and Health Education (RSHE)

Relationships Education is compulsory for pupils receiving primary education.

Health Education is compulsory in state-funded primary schools.

Sex Education is not compulsory at primary school. However, schools may choose to provide age-appropriate additional Sex Education.

This policy has been revised to reflect the Department for Education's revised **Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance**, which came into force on **1 September 2026**.

The school will have regard to the statutory guidance and relevant legislation, including:

- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- The Children and Social Work Act 2017.
- The Education Act 1996.
- The Education Act 2002.
- The Equality Act 2010.
- The Children Act 1989 and 2004.
- The SEND Code of Practice.
- Current safeguarding guidance, including *Keeping Children Safe in Education* and *Working Together to Safeguard Children*.
- Relevant Church of England guidance.

The Governing Body is responsible for ensuring that this policy is maintained and reviewed appropriately.

3. Purpose of the Policy

The purpose of this policy is to:

- Explain the school's approach to Relationships Education, Health Education and additional Sex Education.
- Explain how RSHE is organised, planned, taught and monitored.
- Ensure that pupils receive a broad, balanced, progressive and age-appropriate curriculum.
- Explain the distinction between statutory Relationships and Health Education and non-statutory Sex Education.
- Explain how RSHE contributes to safeguarding.
- Help parents and carers understand what their children will learn.
- Explain the parental right to request withdrawal from additional Sex Education.
- Ensure that teaching is accessible and inclusive.
- Reflect the school's Christian vision and values.
- Demonstrate how the school meets its statutory responsibilities.

4. What is RSHE?

RSHE at Bierton C.E. Combined School includes:

Relationships Education

Relationships Education is statutory for all primary pupils.

Health Education

Health Education is statutory in state-funded primary schools.

Sex Education

Sex Education is not compulsory at primary school. Bierton C.E. Combined School chooses to provide additional, age-appropriate Sex Education in **Year 6**.

PSHE

PSHE provides the wider framework through which pupils develop personal, social, health, economic and citizenship knowledge and skills.

RSHE is therefore an important part of our wider PSHE curriculum and is reinforced through Science, Computing, Religious Education, Collective Worship and the wider life of the school.

5. Our Curriculum

Bierton C.E. Combined School uses the **Kapow Primary RSE & PSHE scheme of work for 2026/27** as the main framework for the curriculum.

The revised Kapow scheme has been developed to reflect the revised DfE statutory guidance introduced in September 2026.

The curriculum provides progression from Reception to Year 6 and covers statutory Relationships and Health Education alongside wider PSHE learning.

Teachers will follow the school's agreed Kapow curriculum overview and will adapt lessons where necessary to meet the needs of their class, including the needs of pupils with SEND.

Any adaptations must maintain the intended statutory curriculum coverage and remain consistent with this policy.

6. Curriculum Principles

Our RSHE curriculum is:

- **Age-appropriate** – content is taught at an appropriate stage of pupils' development.
 - **Inclusive** – all pupils are supported to participate and no pupil or family is stigmatised.
 - **Faith-sensitive** – teaching reflects our Christian vision and values.
 - **Accurate** – information is factually and medically accurate.
 - **Progressive** – knowledge and skills are revisited and developed over time.
 - **Safeguarding-focused** – pupils learn how to recognise risks, maintain boundaries and seek help.
 - **Respectful** – pupils learn to respect themselves and others.
 - **Accessible** – teaching is adapted appropriately for pupils with additional needs.
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7. Early Years Foundation Stage

In Reception, relevant PSHE and RSHE learning is embedded primarily through the Early Years Foundation Stage curriculum, particularly:

- Personal, Social and Emotional Development.
- Communication and Language.
- Physical Development.
- Understanding the World.

Children develop understanding of:

- Relationships.
- Friendships.
- Feelings and emotions.
- Personal hygiene.
- Health.
- Independence.
- Safety.
- Personal boundaries.
- Respect.
- Growing and changing.

Learning is delivered through play, stories, role play, adult-led activities, child-initiated learning and everyday routines.

The Kapow curriculum provides appropriate progression from EYFS into Key Stage 1.

8. Key Stage 1 and Key Stage 2

PSHE and RSHE are taught through planned lessons using the Kapow RSE & PSHE scheme.

Learning may also be reinforced through:

- Science.
- Computing.
- Religious Education.
- Collective Worship.
- Online safety activities.
- Wider school activities.
- Assemblies.

- Responsive teaching arising from identified pupil needs.

9. Relationships Education

Relationships Education is statutory.

The curriculum teaches pupils about:

Families and people who care for them

Pupils learn that families may be formed in different ways and that families can look different from one another.

Teaching may include:

- Parents and carers.
- Siblings.
- Grandparents and wider family.
- Foster families.
- Adoptive families.
- Single-parent families.
- Families with same-sex parents.
- Other caring relationships.

All families are discussed respectfully and sensitively.

Caring friendships

Pupils learn:

- What makes a good friend.
- How to maintain friendships.
- How to resolve disagreements.
- How to recognise unhealthy friendships.
- How to seek help.

Respectful relationships

Pupils learn:

- Respect.
- Kindness.
- Courtesy.
- Personal boundaries.

- Privacy.
- Appropriate behaviour.
- The importance of treating others fairly.
- How to challenge bullying and discriminatory behaviour.

Online relationships

Pupils learn:

- How to communicate respectfully online.
- How online relationships differ from face-to-face relationships.
- How to recognise inappropriate contact.
- How to protect personal information.
- How to report concerns.
- How online behaviour can affect wellbeing.

Being safe

Pupils learn:

- Personal boundaries.
- Privacy.
- Appropriate and inappropriate contact.
- How to recognise unsafe situations.
- How to identify trusted adults.
- How to report concerns.
- That abuse is never the child's fault.
- How to seek help.

Parents do **not** have a right to withdraw pupils from statutory Relationships Education.

10. Health Education

Health Education is statutory and is taught through our PSHE and RSHE curriculum.

Pupils will develop age-appropriate knowledge about:

- Mental wellbeing.
- Emotional wellbeing.
- Physical health and fitness.
- Healthy eating.

- Sleep.
- Dental health.
- Hygiene.
- Medicines.
- Drugs, alcohol and tobacco.
- Vaping and nicotine.
- Health protection and prevention.
- Basic first aid.
- Personal safety.
- Online safety and harms.
- Puberty.
- Growing and changing.
- Menstruation.

The curriculum supports pupils to recognise when they need help and how to seek support from a trusted adult or appropriate service.

Parents do **not** have a right to withdraw pupils from statutory Health Education.

11. Growing and Changing

Children are taught about growing and changing in an age-appropriate and progressive manner.

This includes:

- Physical development.
- Emotional changes.
- Puberty.
- Menstruation.
- Body image.
- Personal hygiene.
- Privacy and personal boundaries.
- Correct scientific vocabulary for body parts.

The school teaches correct scientific terminology for body parts from the early years and develops pupils' vocabulary as they progress through the school.

12. Puberty and Menstruation

Puberty and the changing adolescent body form part of statutory Health Education.

Pupils will learn about:

- Physical changes during puberty.
- Emotional changes.
- Hormonal changes.
- Menstruation.
- Menstrual hygiene.
- Personal hygiene.
- Body image.
- Where to seek help and advice.

Teaching will be sensitive and age-appropriate.

The school will ensure that pupils have access to appropriate support and menstrual products where required.

13. Year 6 Sex Education

How do people become parents and carers?

Bierton C.E. Combined School chooses to provide **additional, non-statutory Sex Education in Year 6.**

The school uses the Kapow Primary unit:

"Sex Education: How do people become parents and carers?"

The unit is intended to provide pupils with accurate, age-appropriate information about human reproduction and to prepare them for the transition to secondary school.

The unit is taught sensitively within the context of our Christian vision and values.

The teaching recognises the importance of loving and respectful relationships, responsibility, dignity, consent and caring for others.

13.1 Content of the Year 6 Unit

The unit comprises six lessons:

Lesson 1 – Which words can we use to describe our private body parts?

Pupils develop their use of correct scientific vocabulary for private body parts and understand the importance of appropriate language when talking about their bodies.

Lesson 2 – How are babies made?

Pupils learn the basic biological process of human reproduction, including:

- The role of the sperm.
- The role of the egg.
- Fertilisation.
- Conception.
- The beginning of pregnancy.

This information is taught factually and at an age-appropriate level.

Lesson 3 – What happens in pregnancy and how are babies born?

Pupils learn:

- How a baby develops during pregnancy.
- The main stages of pregnancy.
- That babies can be born in different ways.
- The role of healthcare professionals.
- That pregnancy and birth involve significant physical and emotional changes.

Lesson 4 – How are families formed?

Pupils explore different ways families can be formed and recognise that families may look different from one another.

Teaching is inclusive and respectful of pupils' different family circumstances.

Lesson 5 – How does life change after having a baby?

Pupils consider the responsibilities involved in caring for a baby, including:

- Feeding.
- Hygiene.

- Sleep.
- Safety.
- Comfort.
- Emotional care.
- Financial responsibilities.
- Time and commitment.

The purpose is to help pupils understand that becoming a parent or carer involves significant responsibilities.

Lesson 6 – What is consent?

Pupils revisit the concept of consent.

They learn that consent:

- Must be freely given.
- Can be withdrawn.
- Should never be assumed.
- Must be respected.
- Is important when establishing healthy boundaries and relationships.

Pupils are also taught the legal age of consent in the UK.

14. Approach to Teaching Sex Education

The Year 6 Sex Education unit will be:

- Age-appropriate.
- Scientifically accurate.
- Respectful.
- Sensitive.
- Inclusive.
- Consistent with the school's Christian vision.
- Taught by appropriately prepared members of staff.
- Delivered in a safe learning environment.

Teachers will not require pupils to disclose personal experiences.

Personal questions directed towards individual pupils will not be encouraged.

Lessons will use appropriate distancing techniques, scenarios and fictional examples to enable pupils to explore issues without being required to share personal information.

15. Christian and Faith-Sensitive Approach

As a Church of England school, our RSHE curriculum is rooted in our Christian vision.

Teaching promotes:

- Dignity.
- Respect.
- Compassion.
- Responsibility.
- Kindness.
- Self-respect.
- Healthy relationships.
- Care for others.
- The value and uniqueness of every individual.

Teaching about relationships, reproduction and family life will be delivered sensitively and respectfully.

The school recognises that pupils may come from a range of family circumstances and backgrounds. No child should feel that their family is less valued because it is different from another family.

16. Consent and Personal Boundaries

Consent is taught progressively across the school.

Pupils learn that they have the right to personal boundaries and that they should respect the boundaries of others.

In Year 6, within the Sex Education unit, pupils develop their understanding that consent:

- Must be freely given.
- Can be withdrawn.

- Must be respected.
- Cannot be assumed.
- Is relevant to healthy relationships.

Teaching about consent is linked to safeguarding and personal safety.

17. Managing Questions

Children are naturally curious and may ask questions during RSHE and Sex Education lessons.

Teachers will:

- Answer questions honestly and factually.
- Use age-appropriate language.
- Avoid unnecessary detail.
- Use distancing techniques where appropriate.
- Encourage respectful questioning.
- Recognise that some questions may need to be answered privately.
- Refer safeguarding concerns to the Designated Safeguarding Lead.

An anonymous question box may be used.

Teachers will not promise confidentiality.

Questions that fall outside the planned curriculum may be acknowledged and dealt with appropriately, including through an individual conversation or communication with parents where appropriate.

18. Safeguarding

RSHE is an important part of safeguarding.

Pupils are taught:

- Personal boundaries.
- Privacy.
- Appropriate and inappropriate contact.
- How to recognise unsafe behaviour.
- How to identify trusted adults.
- How to report concerns.

- That abuse is never their fault.
- How to seek help.

If a pupil discloses a safeguarding concern during an RSHE lesson, the teacher will follow the school's Safeguarding and Child Protection Policy and report the concern to the Designated Safeguarding Lead.

Staff will not investigate disclosures themselves.

19. Confidentiality

RSHE lessons are not confidential.

Pupils will be told that staff cannot promise to keep information secret where there is a safeguarding concern.

Any concern will be dealt with in accordance with the school's safeguarding procedures.

Personal information will be handled in accordance with current data protection legislation and the school's data protection arrangements.

20. Equality, Diversity and Inclusion

The school complies with the Equality Act 2010.

We seek to ensure that RSHE is accessible and inclusive.

Teaching will promote:

- Respect.
- Equality.
- Dignity.
- Understanding.
- Kindness.
- Inclusion.

The school recognises the diversity of family structures and will ensure that pupils are not made to feel different or excluded because of their family circumstances.

The curriculum will challenge bullying, prejudice and discriminatory behaviour.

21. SEND and Accessibility

All pupils should be able to access RSHE.

Teachers will adapt teaching and resources where necessary.

This may include:

- Visual resources.
- Simplified language.
- Additional repetition.
- Pre-teaching vocabulary.
- Social stories.
- Individual or small-group support.
- Alternative communication methods.
- Additional opportunities for discussion.
- Appropriate adult support.

Teachers will consider individual pupils' needs when preparing sensitive lessons.

22. Teaching and Learning

Lessons may include:

- Discussion.
- Stories and scenarios.
- Role play.
- Pair and group work.
- Reflection.
- Case studies.
- Knowledge checks.
- Written activities.
- Visual resources.
- Videos.
- Anonymous questions.

Ground rules will be established for sensitive lessons, including:

- Listen respectfully.
- Do not laugh at another person's contribution.
- Do not ask personal questions of another pupil.

- It is acceptable to pass.
- Respect different views.
- Do not share personal information about others.
- Speak to an adult if something makes you worried or uncomfortable.

23. External Visitors

External visitors may contribute to RSHE where appropriate.

The school remains responsible for the content and quality of any teaching delivered by an external provider.

Before an external visitor is used, the school will consider:

- Suitability.
- Expertise.
- Safeguarding arrangements.
- DBS requirements.
- Curriculum content.
- Resources.
- Age appropriateness.
- Alignment with this policy.

External visitors will not replace the school's responsibility for RSHE.

24. Drugs, Alcohol, Tobacco and Vaping

The school teaches age-appropriate information about drugs and substances.

This includes:

- Medicines.
- Alcohol.
- Tobacco.
- Nicotine.
- Vaping.
- Illegal drugs.

Pupils learn about:

- Safe use of medicines.
- Risks associated with substances.

- Addiction.
- Peer pressure.
- Making safe choices.
- How and where to seek help.

Teaching will be factual and age-appropriate.

25. Working with Parents and Carers

We recognise parents and carers as children's first and most important educators.

The school will:

- Inform parents about the RSHE curriculum.
- Provide curriculum overviews.
- Inform parents before the Year 6 Sex Education unit is taught.
- Explain the content and purpose of the unit.
- Make appropriate curriculum materials available for parents to view.
- Provide opportunities to discuss concerns.
- Signpost parents to reliable sources of information.
- Encourage parents to talk with their children about relationships, health, growing up and wellbeing.

Parents are welcome to contact the school to discuss RSHE.

26. Parental Right to Withdraw from Year 6 Sex Education

The Year 6 "**How do people become parents and carers?**" unit is additional, non-statutory Sex Education.

Parents therefore have the right to request that their child is withdrawn from this additional Sex Education.

Where a parent requests withdrawal:

1. The request should be made to the Headteacher.
2. The Headteacher will discuss the request with the parent.
3. The school will explain the content and purpose of the lessons.

4. The benefits of participation and possible implications of withdrawal will be discussed.
5. The pupil's views may be considered where appropriate.
6. The request will be recorded.
7. Where the request relates to additional Sex Education, it will be granted in accordance with statutory requirements.
8. Appropriate alternative education will be provided during the lesson.

There is **no right to withdraw** from:

- Statutory Relationships Education.
- Statutory Health Education.
- Statutory Science curriculum content.

This includes Science teaching relating to human reproduction, puberty and human development where included in the statutory Science curriculum.

27. Online Relationships and Safety

Online safety is integrated throughout RSHE and the wider curriculum.

Pupils learn about:

- Respectful online communication.
- Online friendships.
- Privacy.
- Personal information.
- Online bullying.
- Harmful content.
- Inappropriate contact.
- Reporting concerns.
- Peer pressure.
- Digital footprints.
- Responsible use of technology.

This learning is reinforced through the Computing and Online Safety curriculum.

28. Assessment

There is no statutory requirement for formal end-of-key-stage assessment in RSHE.

Teachers will use formative assessment to identify:

- Existing knowledge.
- Misconceptions.
- Vocabulary.
- Understanding.
- Skills.
- Areas requiring further teaching.

Assessment may include:

- Questioning.
- Discussion.
- Quizzes.
- Knowledge checks.
- Pupil reflection.
- Written work.
- Teacher observation.

29. Monitoring and Evaluation

The RSHE/PSHE Coordinators will monitor provision in accordance with the school's monitoring cycle.

Monitoring may include:

- Lesson observations.
- Learning walks.
- Pupil voice.
- Work scrutiny.
- Planning reviews.
- Staff discussions.
- Curriculum coverage.
- Parent feedback.
- Review of safeguarding themes.
- Review of pupil knowledge and understanding.

The policy will be reviewed annually.

30. Staff Training

Staff will be supported to develop the confidence and knowledge required to teach RSHE.

Training may include:

- Safeguarding.
- Managing disclosures.
- Sensitive issues.
- Puberty and body development.
- Human reproduction.
- Online safety.
- SEND and accessibility.
- Inclusive teaching.
- Managing questions.
- Use of Kapow resources.

Staff will have access to appropriate Kapow guidance and training.

31. Roles and Responsibilities

Governing Body

The Governing Body will:

- Approve this policy.
- Ensure the policy is reviewed.
- Hold the Headteacher to account for implementation.
- Ensure statutory requirements are met.

Headteacher

The Headteacher will:

- Ensure the policy is implemented.
- Ensure statutory requirements are met.
- Ensure appropriate resources are available.
- Manage parental withdrawal requests.
- Ensure safeguarding arrangements are followed.

RSHE/PSHE Coordinators

The coordinators will:

- Lead and manage the subject.
- Maintain curriculum progression.
- Support teachers.
- Monitor teaching and learning.
- Coordinate training.
- Review resources.
- Monitor statutory coverage.

Teachers

Teachers will:

- Deliver RSHE in accordance with this policy.
- Follow the Kapow curriculum.
- Adapt teaching where necessary.
- Establish a safe learning environment.
- Respond appropriately to questions.
- Follow safeguarding procedures.
- Assess pupil understanding.

Pupils

Pupils are expected to:

- Participate positively.
- Listen respectfully.
- Respect others.
- Follow agreed ground rules.
- Ask questions appropriately.
- Seek help when worried about themselves or someone else.

32. Impact

We aim for our RSHE curriculum to enable pupils to:

- Develop healthy and respectful relationships.
- Understand and respect personal boundaries.
- Recognise unhealthy or unsafe relationships.
- Understand how to seek help.
- Understand changes associated with growing up.

- Develop accurate knowledge about their bodies.
- Make informed and safe choices.
- Understand the importance of consent.
- Respect differences between themselves and others.
- Understand the responsibilities involved in caring for others.
- Develop confidence and resilience.
- Be prepared for secondary school and future life.

33. Policy Review

This policy will be reviewed annually or sooner where there are changes to:

- Statutory guidance.
- Legislation.
- The Kapow curriculum.
- Safeguarding requirements.
- School curriculum arrangements.

The next scheduled review is:

September 2027

Appendix 1 – Bierton C.E. Combined School RSHE Curriculum Structure

Curriculum area	Status	Provision
Relationships Education	Statutory	Reception – Year 6
Health Education	Statutory	Reception – Year 6
Science	Statutory	National Curriculum
Growing and changing/puberty	Statutory Health Education	Progressive teaching through school
Online safety	Statutory curriculum requirements/wider curriculum	Reception – Year 6
Wider PSHE	School curriculum	Reception – Year 6
Additional Sex Education	Non-statutory	Year 6
"How do people become parents and carers?"	Non-statutory Sex Education	Year 6

Appendix 2 – Year 6 Additional Sex Education

Kapow unit:**Sex Education: How do people become parents and carers?**

The unit consists of six lessons:

1. Which words can we use to describe our private body parts?
2. How are babies made?
3. What happens in pregnancy and how are babies born?
4. How are families formed?
5. How does life change after having a baby?
6. What is consent?

Parental withdrawal: Yes – this is additional, non-statutory Sex Education.

Statutory Science: Parents cannot withdraw their child from statutory Science teaching.

Statutory Relationships Education: Parents cannot withdraw their child.

Statutory Health Education: Parents cannot withdraw their child.

Appendix 3 – Useful Information for Parents and Carers

Parents may wish to access reliable information from:

- Department for Education.
- Kapow Primary.
- NHS.
- NSPCC.
- Childline.
- CEOP / Thinkuknow.

The school will signpost parents towards appropriate information when required.

Appendix 4 – Policy Approval

Policy written/revised by:

Mrs C Vasku

Miss K Reilly-Wheeler
Mr M Glanney

Headteacher:

Nominated Governor:

Approved by Governing Body:

Date approved:

Policy date: September 2026

Review date: September 2027