



Judith Kerr Primary

Introducing our new RSHE policy

October 2025

A place to thrive



**What has
changed?**



New content

- Rationale and ethos
- Overarching principles of our RSHE provision and intended outcomes
- Legislation and supporting guidance
- Inclusivity and equality
- Creating a safe learning environment
- Safeguarding
- Parents and Carers (working in partnership)
- Use of resources
- Evaluation, monitoring and assessment for learning
- External PSHE/RSHE Visitor policy

Rationale and ethos

- A curriculum that enables students to understand and develop positive, respectful and safe relationships
- Support students to make informed choices about their physical and emotional health
- Explore how to lead happy, confident lives both now and in the future
- Where sex education is included: delivered in an age appropriate, factual, and sensitive manner, preparing students for the changes that adolescence brings.
- Overall, RSHE plays a vital role in safeguarding students by teaching boundaries, consent and how to seek help if needed. It also empowers children to understand their bodies, manage their emotions, develop empathy and build strong relationships.

Overarching principles

- Promote self-respect, confidence and resilience
- Celebrate diversity and challenge stereotypes
- Equip students with the skills to make informed safe choices
- Support physical and mental wellbeing
- Embed our school values around respect and responsibility

Intended outcomes

- Know and understand the importance of family, friendship, personal hygiene, healthy lifestyles, puberty and online safety
- Understand they have a right to feel safe, be respected, be heard, and access information and support
- Understand they have a responsibility to treat others with kindness and respect, look after their wellbeing and contribute positively to their community
- Develop the skills of communication, emotional literacy, decision-making and conflict resolution
- Develop the attributes of empathy, confidence, integrity and respect for themselves and others

Legislation and supporting guidance

- As a primary academy school, we must provide relationship education to all pupils as per section 34 of the Children and Social work act 2017. and relationships and health education in line with the ***Relationships Education, Relationships and Sex Education (RSE) and Health Education DfE Statutory Guidance***

Statutory

- Currently, the National Curriculum states that the following statutory subject areas should be taught through science and relationships/health education:
- The main external body parts (including external genitalia). Please note that we introduce the scientific terminology for body parts from Key Stage 1.
- The human body as it grows from birth to old age (including foetal development and puberty).
- Reproduction in some plants and animals.

Legislation and supporting guidance

Non-Statutory

- As part of our consultation with staff, Trustees, parents/carers, and students, we have chosen to include the following non-statutory element of sex education within our curriculum.
- Our sex education curriculum complements the statutory components of the Science Curriculum (reproduction in humans – to include learning about the structure and function of the male and female reproductive systems, sexual intercourse, fertilisation, gestation, and birth) and ensures students have the awareness and knowledge they need to keep themselves safe. Our primary sex education curriculum includes a focus on:
 - Preparing boys and girls for the changes that adolescence brings
 - How a baby is conceived and born

Inclusivity and equality

- All schools have a duty under the Equality Act (2010) to ensure that no child is disadvantaged because of their protected characteristic which includes: age, gender, race, disability, religion and belief, sexual orientation, gender reassignment, marriage, and civil partnership.
- Every student can see themselves reflected in the curriculum content, the resources, and the school environment
- The RSHE curriculum and resources may be adapted and differentiated to meet the specific needs of students with special educational needs (SEND) and learning may be scaffolded to ensure all lessons are inclusive. Teachers will seek specialist advice from the SENCO when required.

Creating a safe learning environment

- Establish ground rules with students before the lesson and refer to them frequently throughout the lessons
- Students will be introduced to the overview of the topics at the start of each half-term so they are aware of what is coming and can ask any necessary questions.

Safeguarding

- Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- All staff are aware of the school safeguarding procedures; and this procedure will be followed in the case of a student making a disclosure or any member of staff/school visitor raising any concerns about student welfare.
- Teachers delivering RSHE regularly check with the Safeguarding Lead/ Phase leaders whether there are any students in the class that are more vulnerable, or likely to be more affected by the lesson content.

Parents and Carers (working in partnership)

- We recognise the importance of working in close partnership with parents/carers to deliver safe and effective relationships, (sex) and health education.
- Parents/carers will be able to share feedback when this policy is reviewed by attending the feedback sessions and completing the survey.

Use of resources

We will consider whether any resources we plan to use:

- · Are aligned with the teaching requirements set out in the statutory RSHE guidance.
- · Are aligned with our school ethos and values.
- · Would support students in applying their knowledge in different contexts and settings.
- · Are age-appropriate, given the age, developmental stage and background of our students.
- · Reflect diversity to include the 9 protected characteristics.
- · Are unbiased and balanced in their presentation.
- · 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 students' experiences and won't provoke distress.
- · Resources and lesson plans are adapted and differentiated for students with SEND.
- · Resources are reviewed and updated regularly to ensure they are current.

Evaluation, monitoring and assessment for learning

The delivery of RSHE in our school is monitored by class teachers and the RSHE Lead as part of our internal assessment systems through:

- Planning scrutinions by leaders and phase leaders
- Learning walks conducted across the school regularly
- Pupil voice discussions and surveys with staff
- A range of assessment activities will be used, and these will include assessment of student learning including formative and summative assessment; this assessment will inform future curriculum planning and delivery.
- Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

**What else is
different?**

The background is a solid teal color. On the right side, there are several overlapping, semi-transparent shapes in various shades of teal, including circles and curved lines, creating a layered, abstract effect.

Kapow



A revised curriculum – we have moved over to the Kapow Scheme of learning

*As with previous years, parents/carers right to withdraw from the non-statutory, non-science components of sex education within RSHE

‘Parents/carers do not have the right to withdraw their children from relationships or health education (which includes a focus on puberty). There are elements of sex education included within the statutory Science Curriculum. Parents/Carers do not have the right to withdraw their children from the statutory elements of the science curriculum related to sex education

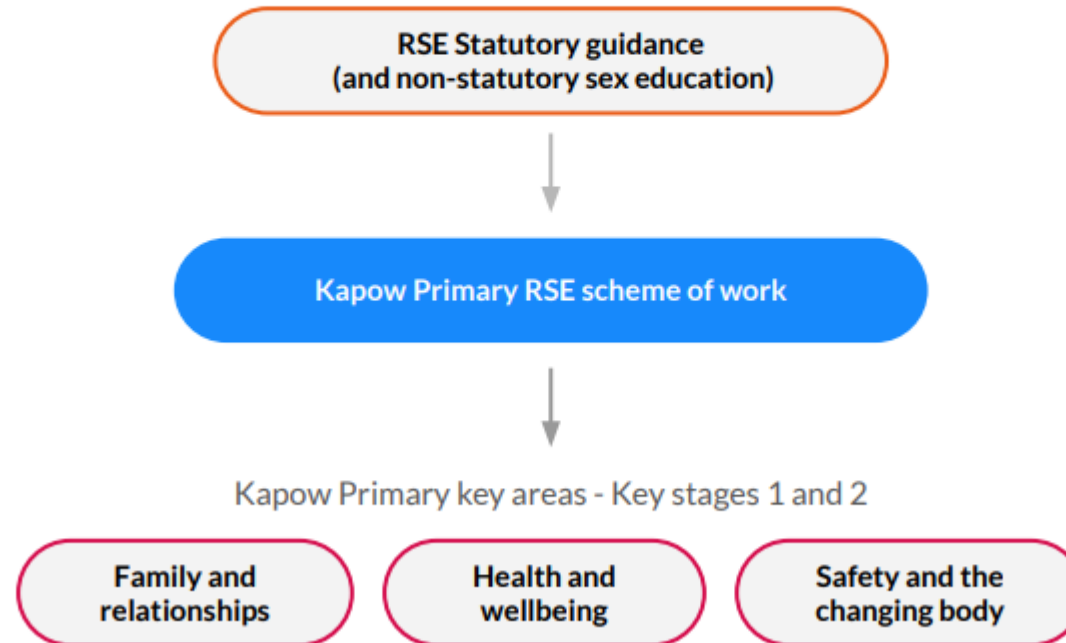
Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSHE.’

Understanding our school scheme



Our curriculum and resources

How Kapow Primary's RSE subject is structured



Our curriculum and resources

Y2

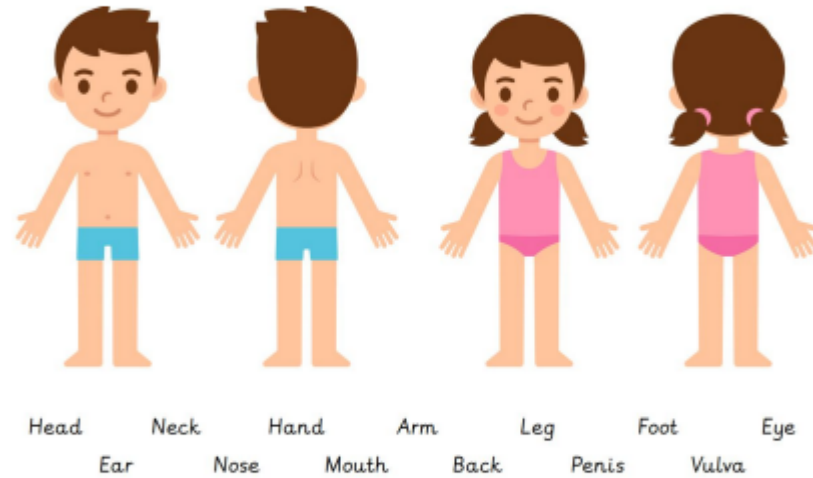
How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 6-7 will:

- Learn about 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



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Our curriculum and resources

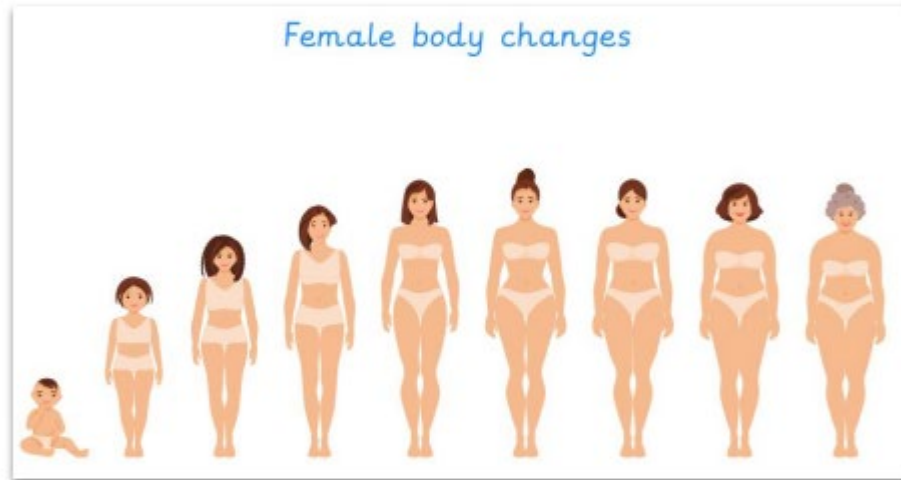
Y4

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 8-9 will:

- Learn about some of the physical changes pupils will experience as they go through puberty.
- Understand that physical change is part of growing up.
- Identify the changes that males and females go through as they grow and develop from being a child to an adult.



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Our curriculum and resources



Y4

RSE updates specific to Year 4 (sexual harassment)

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2023](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

In Year 4 the appropriate areas are covered in the following lessons:

- To begin to understand the physical and emotional boundaries in friendships.
- To explore stereotypes in fictional characters and think about how these might influence us.

Our curriculum and resources

Y6

How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 10-11 will:

- Further develop their understanding of the physical and emotional changes that happen during puberty.
- Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.)
- Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.)

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Our curriculum and resources

Y6

Top tips - How to help at home

- Model safe and healthy internet use by using digital media and the internet in the way you want your child to use it now and in the future. For example, you might keep internet-connected devices out of bedrooms, and use technology for positive purposes.
- You might find that your child is more up to date with changing privacy and safety settings than you are! Ask your child to share what they know about online safety and the risks associated with using online platforms or the internet. Work together to adjust settings on devices and apps, emphasising the importance of keeping your child safe.
- Emotional ups and downs are a part of life. One of the best ways to address the concept of mental health and wellbeing is to let your child know that sometimes you feel flat too. It's important for your child to know that you'll be there for them when they're feeling flat or having a tough time. It can help just to say, 'I can see you're having a difficult day' letting your child know you are there to support them.
- Check any age restrictions on applications and social media as many should not be used by children under 13 years old. Discuss social media with your child and the risks of inappropriate content that they might see online. Encourage children to report anything that makes them feel uncomfortable to you, or via platforms, and take time to talk through why this content is offensive or inappropriate together.

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Our curriculum and resources

Y6

FAQs

- Do you cover gender identity in RSE lessons?

No, the Kapow Primary scheme does not specifically cover gender identity as a topic, although lessons do cover identity more generally, helping children to understand themselves and others. Gender identity does not form part of the National Curriculum, and we would advise parents to speak to a member of their school staff team with any questions or queries.

- What do I do if I feel uncomfortable talking about certain topics with my child?

Creating a safe, open, supportive environment is important for children to be able to share their worries, concerns and thoughts. If you feel uncomfortable discussing topics with your child, be honest with them that you find it difficult and explain that you would like to give yourself some thinking time before you get back to them on any topics or questions. Seeking support from your child's school to help, such as discussing with class teachers or pastoral leads may help with how you could broach sensitive topics.

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What can Kapow lessons provide for your child?

- Safeguarding
- Accurate information e.g. names for body parts
- Safe and supportive environments
- Chance to ask questions
- Chance to discuss common issues and worries
- Chance to see and celebrate what are normal, healthy, respectful relationships
- How to recognise when relationships are not healthy
- Where to find out more and where to get help



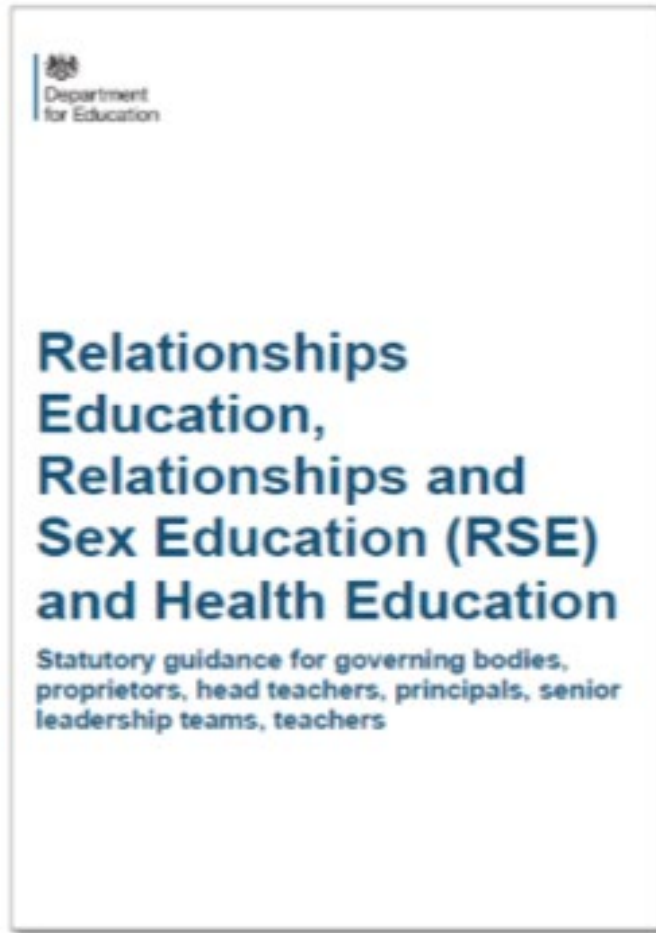
Relationships Education

What should children know about relationships and why?

1. What a positive, healthy, caring, safe relationship looks and feels like
2. How to speak up and get help when a relationship does NOT feel healthy/positive/safe
3. How to make and maintain positive relationships

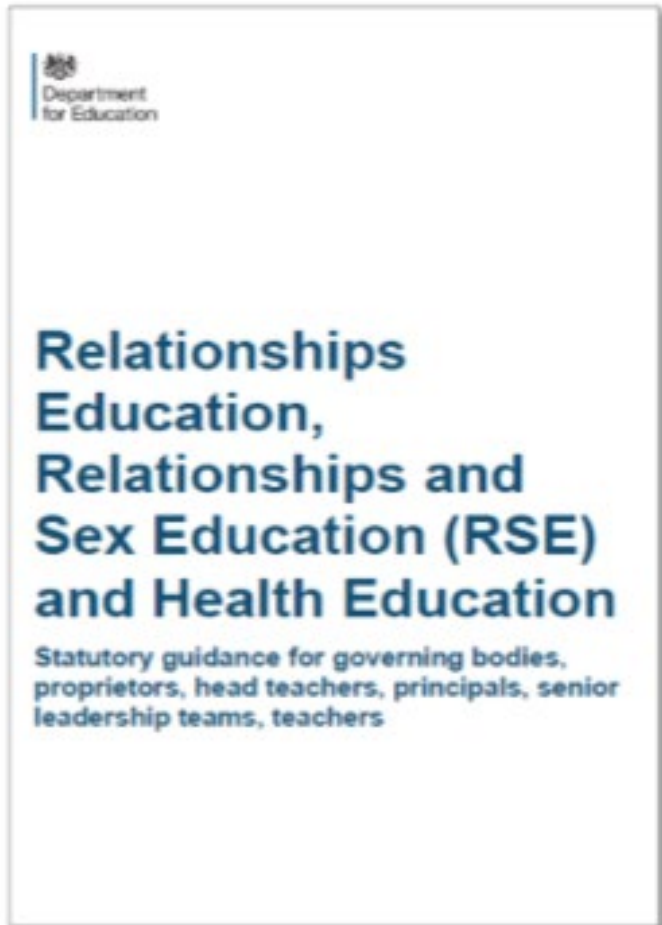
(Online and offline relationships)

What are the *statutory* expectations for Primary Relationships Education?



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

What are the *statutory* expectations for Primary Health Education?



- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body (Puberty)

Updated RSHE and Health Education Statutory Guidance from the Department for Education

Our policy and curriculum will be reviewed and updated to meet the requirements of the new Statutory Guidance in September 2026.



**Time for
questions**

THANKS