



Judith Kerr Primary

RSHE



April 2026

A place to thrive



RSHE Policy

Revisited Part 1



Updates to our Policy – Sept '25

- 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 (direct links to RSE)

- 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.
- (Sex education is not statutory in primary schools)

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

(Parents can withdraw from the non statutory elements only. Parents do not have the right to withdraw their child from the statutory elements of the science curriculum related to sex ed or from health education which includes a focus on puberty)

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.
- ***We work hard to ensure that all families in our school community feel valued and diversity is celebrated. This is demonstrated through our curriculum, the books we read, the events we celebrate and the discussions we have within classrooms, assemblies and across the school.***

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.
- Staff training and support from Phase Leaders, RSHE Lead and SLT.
- School Values

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 (Sept 2026) by attending the feedback sessions and completing the survey.
- Keeping up to date on the school website and in the school newsletter
- RSHE Policy – includes forms for withdrawal, guidance and FAQ' - <https://www.judithkerr.anthemtrust.uk/attachments/download.asp?file=384&type=pdf>

(Meeting with Headteacher and completion of form)

Use of resources

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.

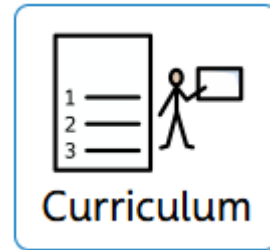
**What else is
different?**

Part 2



Understanding our school scheme

Kapow
Primary™



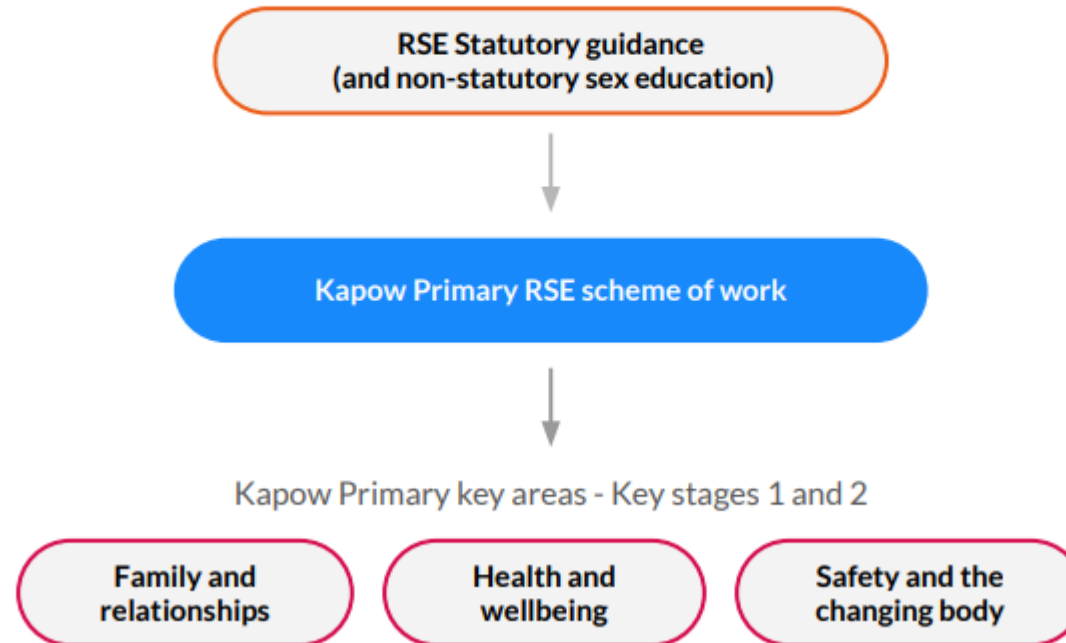
A revised curriculum – we have moved over to the Kapow Scheme of learning

<https://www.judithkerr.anthemtrust.uk/pshe>

<https://www.judithkerr.anthemtrust.uk/attachments/download.asp?file=366&type=pdf>

Our curriculum and resources

How Kapow Primary's RSE subject is structured



RSE and Early Years

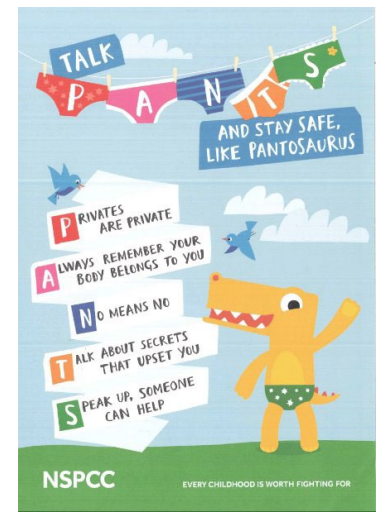
In **Nursery and Reception** - RSE & PSHE learning focuses on developing the skills set out in the Early Years Framework for Personal, Social and Emotional Development (area of learning)

These include:

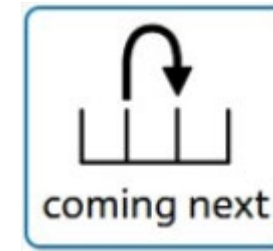
Self-regulation – understanding feelings, managing emotions and beginning to control behaviour.

Managing self – developing independence, resilience, understanding rules and looking after personal needs.







Building relationships – learning to work and play with others, form friendships and show care for others.

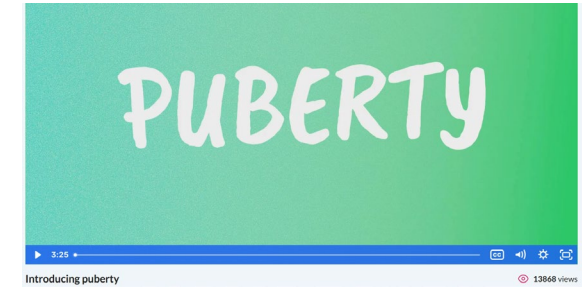


Summer 1 – Safety and the Changing Body



- **Safety and the changing body** – learning how to stay safe in a variety of online and offline situations; what to do in an emergency; naming body parts; distinguishing between appropriate and inappropriate physical contact; identifying the physical and emotional changes of puberty.

 <p>RSE & PSHE</p> <p>Y1 Safety and the changing body</p> <p>This unit hub can be used to inform your medium term plan and to navigate to related resources. (8 lessons)</p> <p>View unit ></p>	 <p>RSE & PSHE</p> <p>Y2 Safety and the changing body</p> <p>This unit hub can be used to inform your medium term plan and to navigate to related resources. (9 lessons)</p> <p>View unit ></p>	 <p>RSE & PSHE</p> <p>Y3 Safety and the changing body</p> <p>This unit hub can be used to inform your medium-term plan and to navigate to related resources. (8 lessons)</p> <p>View unit ></p>	 <p>RSE & PSHE</p> <p>Y4 Safety and the changing body</p> <p>This unit hub can be used to inform your medium term plan and to navigate to related resources. (8 lessons)</p> <p>View unit ></p>	 <p>RSE & PSHE</p> <p>Y5 Safety and the changing body</p> <p>This unit hub can be used to inform your medium term plan and to navigate to related resources. (7 lessons)</p> <p>View unit ></p>	 <p>RSE & PSHE</p> <p>Y6 Safety and the changing body</p> <p>This unit hub can be used to inform your medium term plan and to navigate to related resources. (8 lessons)</p> <p>View unit ></p>
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- Year 4 'Introduction to Puberty video 'Growing Up'
- It is normal to feel unsure about answering sensitive questions. It is also okay to say you are not sure, need time to think, or need to seek some support .The most important thing is that children feel listened to, reassured and know they can ask a trusted adult.

Progression of skills

Progression of skills and knowledge

Safety and the changing body

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>

The changing adolescent body	N/A	N/A	N/A	N/A	N/A	To know the names of parts of my body including private parts.
	N/A	N/A	Practising making an	To know that an emergency is a	N/A	N/A

Our curriculum and resources

Y2

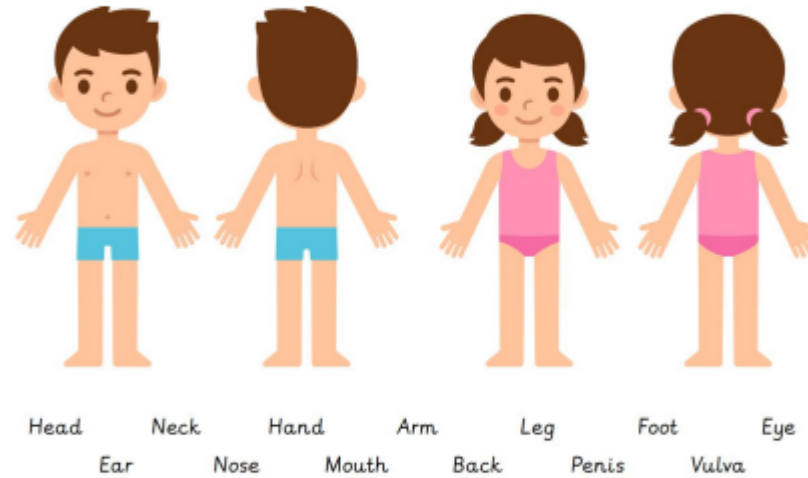
How is my child taught about puberty and human reproduction?

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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Progression of skills

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>
Drugs, alcohol and tobacco	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>
The changing adolescent body	N/A	N/A	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>

Our curriculum and resources

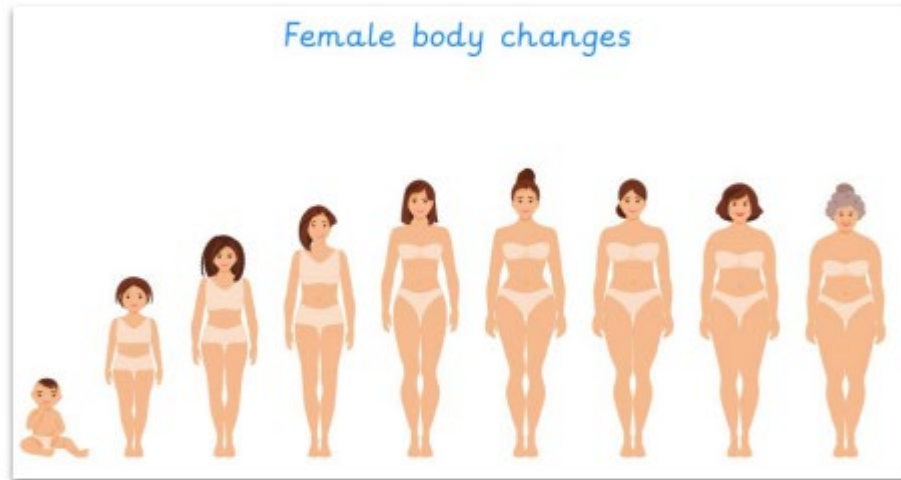
Y4

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.

Progression of skills

Progression of skills and knowledge

Safety and the changing body

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).

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.)



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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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.

There will be an opportunity for parents/carers to find out more about this in the new academic year.

Continuity in learning and progression from EYFS to Year 6.



Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers

July 2025

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



- Inclusion of personal safety for the first time, which includes fire and travel safety — for example around water, roads and railways
- Further emphasis on helping pupils understand their bodies and changes they might experience. Inclusion of correct terminology for body parts, including genitalia – this is already the case in Kapow as this is best practice re. safeguarding.
- There is greater emphasis on building skills to access help if needed e.g. how to report abuse.
- Increased focus and more considered language around mental health
- Inclusion of grief, loss and bereavement
- Inclusion of child financial harms and its impact on safeguarding

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers

July 2025



Time for questions

THANKS