



Relationships Education, Relationships and Sex Education & Health Education Policy

(RSHE)

Seascope Primary School

September 2026

Updated in line with current DfE RSHE statutory guidance 2025.

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Approved by	Governing Body
Acting Head teacher	Caroline Stuart

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Primary Relationships, Sex Education & Health Education Policy Guidance

1. This policy was developed in response to:

- Children and Social Work Act (2017)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education September 2019)
- Relationships Education and Relationships and Sex Education (RSE) and Health Education Guidance, (Department for Education July 2025)
- Keeping children safe in education (KCSIE) (DfE, 2025). keeping-children-safe-in-education.
- Research commentary: teaching about sex, sexual orientation, and gender reassignment, (Chris Jones, Ofsted's Director, July 2021)
- Equality Act, 2010 and schools
- Not Yet Good Enough: personal, social, health and economic education in schools, (Ofsted 2013)
- Special Educational Needs and Disability code of practice: 0-25 years, 2020
- Life Lessons: PSHE and SRE in schools: Fifth Report, (House of Commons Education Committee 2015)
- Transforming Children and Young People's Mental Health Provision Green Paper (July 2018)
- Review of Sexual abuse in schools and colleges, Ofsted June 2021
- Science programmes of study: Key Stages 1 & 2 (Department of Education, 2013)
- National curriculum in England: science programmes of study - GOV.UK
- Protected characteristics and separation by sex on school inspections (Department of Education, 2025)

This policy should be read in conjunction with:

- Online safety Policy (see DCC template)
- Anti-bullying/Behaviour Policy
- Safeguarding Policy (including child sexual exploitation and harmful sexualised behaviours) See DCC template.
- Equality and Inclusion Policy
- PSHE Policy (including the Physical and Mental Wellbeing requirements of the statutory guidance and the wider non statutory elements)
- Personal Development (strong links must be evident with all PD areas)
- Promoting Mental Health and Resilience Policy
- Drugs and Alcohol Policy

2. The seven guiding principles for relationships, sex and health education from the statutory guidance help us form the high quality RSHE provision in this school.

As a school we keep the following key principles in mind:

- A. Engagement with pupils.
- B. Engagement and transparency with parents.
- C. Positivity.
- D. Careful sequencing.
- E. Relevant and responsive.
- F. Skilled delivery of participative education.
- G. Whole school approach.

Further detail can be found in appendix two.

3. Our School Context, meeting the needs of the pupils, parents and the community

Seascape Primary School serves a community with significant levels of deprivation and vulnerability. The school is located within an area ranked within the bottom 1% of the Income Deprivation Affecting Children Index (IDACI), meaning a high proportion of children live in households experiencing economic hardship. Research and local data show that deprivation can impact children's emotional wellbeing, sense of safety, access to support and exposure to risk. As a result, it is essential that pupils are explicitly taught how to recognise safe and unsafe situations, understand appropriate behaviour in relationships and know how to seek help when they need it.

Local safeguarding information highlights that domestic abuse affects approximately one in three families within the locality, which reinforces the importance of teaching children about healthy relationships, respect, boundaries and trusted adults. In addition, child sexual exploitation is a recognised safeguarding priority for this area, making early, age-appropriate teaching about body safety, consent, personal boundaries and online safety a crucial protective factor for our pupils.

Peer-on-peer abuse has also been identified as a significant concern in local secondary schools. As a primary school, we recognise our responsibility to prepare children for the next stage of their education by developing the knowledge, skills and language required to form respectful relationships, challenge inappropriate behaviour and keep themselves and others safe.

Seascape Primary School provides a broad and balanced curriculum that is carefully planned to meet the needs of all pupils. Safeguarding is of the highest priority, and we

recognise that our Relationships, Sex and Health Education (RSHE) curriculum must remain responsive to emerging needs or immediate concerns within the school or wider community. Where this is the case, parents and carers will be informed in line with statutory guidance.

4. School intent- Seascape Primary School

At Seascape Primary School, our Relationships, Sex and Health Education (RSHE) curriculum is underpinned by our strong commitment to safeguarding, inclusion and equality. Our intent is to provide a carefully sequenced, age-appropriate RSHE programme that reflects the needs of our pupils, their families and the wider community, while fully meeting statutory requirements.

Given the significant levels of deprivation and vulnerability faced by many of our pupils, we recognise the crucial role RSHE plays in equipping children with the knowledge, skills and language they need to keep themselves safe, build healthy relationships and make informed choices both now and in the future. Our RSHE curriculum is designed to be protective, empowering and responsive, ensuring pupils are supported to navigate challenges they may encounter within their home, community and online environments.

Through our RSHE programme, we aim to prepare pupils for adult life by enabling them to:

- Develop positive values and a moral framework that support respectful decision-making, responsible behaviour and empathy towards others.
- Build confidence and self-esteem, valuing themselves and others, and developing an understanding of what healthy, positive relationships look like.
- Understand the consequences of their actions and behave responsibly within friendships, family life and the wider community.
- Recognise and resist pressure to enter uncomfortable, unsafe or harmful situations, including those that may arise online.
- Understand, recognise and apply the skills of seeking permission, refusal and consent in age-appropriate ways.
- Communicate effectively and behave respectfully towards others, contributing to a safe, inclusive and supportive school environment.
- Challenge discrimination, recognise unfair treatment and understand the importance of equality, respect and tolerance of difference.
- Develop the knowledge and skills needed to protect themselves from harm, including exploitation, abuse and unsafe relationships.
- Be aware of trusted adults, services and sources of support, and have the confidence to seek help or advice when they need it.

We recognise that issues such as domestic abuse, child sexual exploitation and peer-on-peer abuse are significant safeguarding concerns within our locality and beyond. As such, our RSHE curriculum is carefully planned to address these themes sensitively and appropriately, ensuring pupils are prepared for the next stage of their education and life beyond primary school.

Our RSHE provision remains flexible and responsive to emerging needs or concerns within the school or wider community. Where adaptations are necessary, parents and carers will be informed in line with statutory guidance, reinforcing our commitment to working in partnership to safeguard and support all children.

5. The engagement and consultation with relevant stakeholders:

Parents and carers

As a school we want to make sure we communicate with parents in an honest and accessible way to help our parent community understand the importance of RSHE for wellbeing and safety.

Here at Seascope Primary School, we believe strongly in the role of parents in the development of their children's understanding about relationships. We will engage with parents to help make certain they understand the RSHE provision taught. We encourage parents to view resources and access the links provided on our school's website to support their child's learning and development at home, for example NSPCC links.

Communication and Consultation with Parents and Carers

Seascope Primary School is committed to working openly and collaboratively with parents and carers in the development, delivery, and review of our Relationships and Sex Education (RSE) policy and curriculum. We recognise parents as key partners in supporting children's personal, social, emotional, and physical development.

Consultation during policy development and review

Parents and carers are consulted regularly as part of the RSE policy development and review cycle. This includes:

- A parent RSE Policy consultation meeting, which took place on 18.05.26, giving parents the opportunity to discuss the draft policy, ask questions, and share their views.
- A follow-up Microsoft Teams form shared with all parents and carers to ensure everyone had the opportunity to contribute feedback, including those unable to attend the meeting.
- Communication via the Class Dojo app, including:
 - An initial letter informing parents that the RSE policy was being drafted.
 - Clear information on how parents could contribute to the consultation process.
 - Updates outlining key changes to the policy following consultation.
 - A parent-friendly and simplified version of the policy was made available to ensure key information was accessible to all parents.
- Opportunities for staff consultation, including discussion and amendments during an RSE staff meeting.
- Sharing the draft policy with school governors for review and feedback prior to final approval.

The finalised RSE Policy and associated documents will be available to view via the **Class Dojo app** and the **school website** once ratified.

Ongoing communication with parents

Parents and carers are kept informed about the RSE curriculum through a range of accessible channels, including:

- The school website, where RSE information is clearly signposted.
- The Class Dojo app, used to share updates, reminders, and relevant information when RSE is being taught.
- Newsletters and letters home, where appropriate, to inform parents about curriculum content and any changes.

Information shared with parents via our school website includes a copy of the PSHE Long Term Plan which explains what is being taught, why it is taught, how it will be delivered, and when it will take place.

Relationships Education and Sex Education – what we teach *At Seascope Primary School, we clearly distinguish between:*

- **Relationships Education**, which is statutory for all primary schools and focuses on families, friendships, respectful relationships, online safety, and keeping safe.
- **Sex Education**, which is taught in an age-appropriate way and focuses on human reproduction, growing and changing, and puberty. This section of the curriculum is non-statutory and parents can request withdrawal.

This distinction is clearly explained within this policy and is communicated to parents so they understand which elements are statutory and which elements parents have the right to withdraw their child from.

Access to resources and openness to parents

We are committed to being open and transparent about the resources and materials used to teach RSE. As a school:

- A sample of RSE curriculum materials and planning is made available on the school website for parents to view.
- Parents may request to view the next block of learning their child will be accessing by contacting the school and providing an email address.
- Staff will share all relevant planning and teaching materials on request.
- Parents are given full access to the relevant Kapow scheme unit for 14 days following a request, enabling them to explore content in detail.

Quality assurance of RSE resources

All RSE resources and materials used by the school are carefully selected to ensure they are:

- Age-appropriate, inclusive, and accessible.
- Aligned with statutory guidance and the school's values.
- Reviewed by school leaders and staff to ensure accuracy, suitability, and sensitivity.

Feedback from staff, pupils, and parents is used to inform ongoing review and improvement of resources.

Wider consultation and pupil voice

The RSE curriculum is also shaped through:

- Pupil voice activities, including school council discussions, focus groups, work scrutinise to ensure learning reflects pupils' needs and experiences.
- Curriculum review meetings with staff.
- Ongoing engagement with parents, carers, and governors during policy review cycles.

Through regular consultation, transparent communication, and open access to information, Seascope Primary School ensures parents are informed, involved, and confident in the Relationships and Sex Education their children receive.

At Seascope Primary School we want to encourage our parents to be responsible for; -

- Supporting their children's personal, emotional and physical development alongside the support we offer as a school.
- Ensuring that they are aware of curriculum content and when topics will be covered in school by accessing the information provided. We aim to support all our parents and carers to engage in the process.
- Completing school surveys and attending parent sessions when invited.
- Foster an open and supportive home environment where pupils can engage, discuss and continue to learn about topics which have been taught in school.
- Contact school if additional support is needed to access school materials, information or policy documentation.

Parent RSHE meeting

As part of the engagement process all parents will have the opportunity to attend a meeting at a timely point.

- To view, develop and review the RSHE policy
- complete a parent survey (this will be available electronically)
- be kept informed of the external providers we may bring in to enhance and teach pupils specific RSHE content
- discuss the curriculum content and view a representative sample of the resources that we plan to use (a sample will be on the parent platform and further materials can be viewed upon your request)
- share any worries and ask questions
- discuss what sex education is taught in years 5 and/or 6 and the benefits of teaching this. (See section on sex education and rights of withdrawal)
- gain information about talking to your child at home, including useful sources of information.

Openness with parents and carers and RSHE materials

Copyright law and RSHE materials

Parents must agree, as a condition of access, that the curriculum/resource content should not be copied or shared further except as authorised under copyright law.

If a parent cannot attend a parent meeting or access the RSHE materials via the parent portal the school will provide paper copies to take home, providing parents agree to a similar statement that they will not copy the content/resource or share it further except as authorised under copyright law.

Any parent, teacher or pupil wishing to provide feedback about the curriculum will be able to do so at any time during the academic year.

Engagement with pupils

- An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. Assessment of pupil readiness will take place as part of our continued approach to monitoring the curriculum; this may be within assessment for learning pedagogical approaches in our teaching, and in ensuring pupil voice forms part of our decisions on the timeliness of including particular subject content and the way in which it is taught.

6. Define your RSHE Programme

At Seascope Primary School, our Relationships, Sex and Health Education (RSHE) programme is grounded in our core values of kindness, respect, safety, inclusion and preparing children for life. We believe RSHE plays a vital role in supporting pupils' personal development, wellbeing, and ability to form positive, respectful relationships both now and in the future.

Our RSHE curriculum is delivered through Relationships Education (statutory) and Health Education (statutory). We deliver RSHE using Kapow Primary's accredited RSE & PSHE programme, which is used by many schools across the country. Kapow Primary has been developed by curriculum specialists and is fully aligned with the DfE's Relationships Education, Relationships and Sex Education and Health Education statutory guidance, which schools must follow from September 2026.

Kapow provides:

- A fully sequenced, progressive curriculum from EYFS to Year 6
- Clear statutory mapping, enabling transparency for parents and carers
- High-quality planning, guidance and resources that support teacher confidence and consistency

Reception units align with and support the Early Years Foundation Stage Framework, building on Personal, Social and Emotional Development (PSED) and preparing children for future learning.

A copy of the long-term plan and curriculum map can be viewed on our school website.

In line with DfE requirements, we teach Relationships Education and Health Education through the following statutory areas:

Relationships Education (Statutory)

- Families and people who care about them
- Caring friendships
- Respectful and kind relationships
- Online safety and awareness
- Being safe

Relationships Education is the building blocks of healthy, respectful relationships, focusing on family and friendships, including online. It gives children and young people the essential skills to build positive, enjoyable, and non-exploitative relationships. Relationship Education supports children at the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves safe.

Primary relationships education is a protective and preventative curriculum that equips children with skills and knowledge to keep themselves and others safe, and to recognise and report risks and abuse, including online abuse. This is delivered by focusing on boundaries, privacy, and children's rights over their own bodies and personal information.

Relationships education will focus on how to form and sustain positive relationships but will also help children identify risks and harms. Relationships education may therefore include topics related to preventing sexual abuse, for example, or avoiding sharing inappropriate material online. This can be done without describing the detail of any sexual activity involved. Similarly, good safeguarding practice requires children and young people to understand the correct terms for different parts of the body and to be able to confidently use these terms. At primary this is done without describing any detail of sexual activity.

Health Education (Statutory) Health Education is taught through the following areas:

- My healthy self (mental and physical wellbeing)
- Staying safe
- Health protection (hygiene, illness prevention, healthy habits)

This learning supports children to make informed choices about their health and wellbeing and promotes lifelong positive habits.

Non-Statutory Content

Some aspects of PSHE, such as Citizenship, sit outside statutory requirements. These areas support children's wider personal development, including understanding rules, fairness, diversity and their role within the community. Non-statutory content is clearly identified within our programme documentation and is shared transparently with parents and carers.

How RSHE Is Taught

At Seascope Primary School, 45 minutes of discrete RSHE teaching will take place every week for year groups one to six, which will ensure sufficient time to meet statutory requirements. Learning is also reinforced through the day-to-day life of the school, including assemblies, class discussions, behaviour expectations and real-life situations that arise, enabling pupils to make meaningful connections between taught content and lived experiences.

The curriculum is delivered as a spiral curriculum, meaning pupils:

- Revisit key themes regularly
- Build on prior knowledge
- Explore concepts with increasing depth, maturity and independence

All learning is age-appropriate, carefully sequenced and delivered in a way that does not cause unnecessary alarm or normalise risky behaviours.

An Informed and Responsive Curriculum

Our RSHE curriculum is informed by:

- DfE statutory RSHE guidance
- Safeguarding priorities
- The needs of our pupils and community

If a safeguarding concern or emerging issue requires adaptation to our planned curriculum, parents and carers will be informed in advance. Teaching materials and lesson content will be shared with parents on request.

As part of RSHE 'Developing bodies' will be delivered as part of the statutory programme.

Pupils will learn.

- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught*. Pupils will gain understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts. (**parts referenced in the RSHE statutory guidance*).
- the facts about the menstrual cycle, including physical and emotional changes.

Curriculum content related to puberty and menstruation will be complemented by sensitive arrangements to help girls prepare for and manage menstruation, including with requests for period products.

To view all the Health Education content, please see the information at the end of the policy.

7. Non-Statutory Sex Education at primary

Sex education is not compulsory in primary schools. The DfE recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

This will be tailored to the age and physical and emotional maturity of pupils.

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 of request to withdraw their child from all or part of the sex education curriculum.

In addition to the statutory requirements, our school has chosen to teach non-statutory sex education. As a school we will consult with parents and carers about the content of anything that will be taught within sex education. We will offer support in talking to your children about sex education and how to link positive conversation and education in the home environment to that taught in school.

At Seascope Primary School, our sex education curriculum will be taught within year 6. At the beginning of this school year, parents will be sent further information regarding the curriculum and parents will be given the option to withdraw their child from this part of the curriculum.

Definition of sex education

Parents and carers have the legal right to withdraw their child from part of Sex Education. At Seascope Primary School, this right applies specifically to:

- Year 6, Summer 2, Lesson 5: **Conception**
- Year 6, Summer 2, Lesson 6: **Pregnancy and birth**

Within these lessons, the following learning objectives will be covered.

- To use correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs.
- To describe, in simple terms, how a baby is conceived and born (for example, that sexual intercourse is the way humans reproduce).
- To ask questions about growing up, relationships, conception and birth in a respectful and appropriate way.
- To know that to reproduce, a sperm and an egg join together to make a baby, usually through sexual intercourse.
- To know that the legal age for sexual intercourse is 16 years old, although many people choose to wait until they are older.
- To know that pregnancy begins when a fertilised egg grows in the uterus.
- To know that a baby develops in the uterus for approximately nine months.
- To know that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section.
- To know that there are different ways people can become parents, including in vitro fertilisation (IVF) and adoption.
- To understand that babies need constant care and attention, and that becoming a parent involves significant responsibility, time and support.

Teaching does not describe sexual activity in explicit detail, does not normalise risky behaviours, and is delivered with respect for all children and families.

Parents are able to withdraw their child from this part of the curriculum. Parents wishing to exercise this right should contact the school to discuss their decision. We strongly encourage parents and carers to engage in discussion with the school before making a

final decision so that the content, context and educational purpose of the learning can be fully explained.

Parents cannot withdraw their child from statutory Relationships Education or Health Education, which all pupils are required to receive.

Further advice about parents 'right to request withdrawal' from sex education, can be found below.

Right to be excused from non-statutory sex Education

As a school we cover some additional content which is defined as sex education this is tailored to the age and the physical and emotional maturity of the pupils. As a school we review this content regularly and assess readiness of our pupils for any content taught. Parents will be informed what will be taught and when. Parents will have an opportunity to take part in the consultation process on what will be covered before we teach non statutory sex education. Right to be withdrawn does not include any statutory relationships and health education content, nor can pupils be withdrawn from topics taught as part of the science curriculum, including science topics related to puberty or sexual reproduction.

Parents will receive clear information on their right to request that their child can be withdrawn from some or all parts of sex education and the request will be automatically granted. Please see the letter at the end of this policy for further information about withdrawal.

Parents and carers will have an opportunity to discuss their withdrawal request with the headteacher, this may include discussing if their child is to be withdrawn from all parts or just some of the content. The school will discuss how withdrawing their child may impact their child's understanding, and school-parent conversation should include discussing the benefits and the possible detrimental effects of withdrawal, along with offering support or signposting to resources that aid parents to discuss some content with their child at home (if a parent wishes this).

Alternative arrangements and purposeful education will be arranged for a withdrawn pupil. Parents are encouraged to discuss their concerns and / or decisions with the headteacher at the earliest opportunity. The head teacher/RSHE lead will document the process and outcome.

Please see the school website to access further RSHE information and websites to support any discussions at home. Please see the appendix for further guidance and information.

8. Whole school approach to wellbeing and positive relationships

Schools have freedom to implement the DfE's RSHE guidance in the context of a broad and balanced curriculum and in a way that best supports pupils' wellbeing, safety, personal and educational positive outcomes. All RSHE and the key topics of Mental Health and Wellbeing sit within the wider programme of Personal Development and Wellbeing and key links should be made to the other key areas in a school curriculum and other relevant policies, such as the PSHE education policy.

Contact with feeder schools is advised to ensure continuity in transition (primary to secondary) through a spiral curriculum.

Pupils with special educational needs and disabilities (SEND)

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching of RSHE to meet the specific needs of pupils at different development stages. Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Our aim is to make sure the curriculum is accessible to all pupils in school. See the inclusion section for further information.

9. Principles and Values for RSHE

RSHE is an integral part of personal development and lifelong learning, and it is an entitlement for all pupils in our care.

In addition, Seascape Primary School believes that RSHE should:

- be an integral part of the lifelong learning process, beginning in early childhood and to continue into adult life.
- be an entitlement for all pupils in our care.
- allow children to explore, consider, and gain an understanding of moral dilemmas.
- enable them to make informed and ethical decisions about their wellbeing, health, and relationships.
- encourage every pupil to contribute to the school community that aims to support each individual as they grow and learn.
- be set within this wider school context and supports family commitment and love, respect and affection, knowledge, and openness.
- celebrate the wide range of family structures in our school community, including single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents, and foster parents/carers.
- promote love, respect, kindness, generosity, and caring for one another and respect the environment in which we live.
- encourage pupils and staff to share and listen to each other's views and the right to hold/express views.
- generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- teach the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.
- prevent harms by helping young people understand and identify when things are not right.

RSHE has three main elements that contribute to personal development and wellbeing by helping pupils to.

Attitudes and Values

- learning the importance of values, individual conscience, and moral choices.
- learning the value and valuing family life, stable and loving relationships, marriage, and civil partnerships.
- learning about the nurture of children.
- learning the value of and demonstrating respect, kindness, love, and care.
- exploring, considering, and understanding moral dilemmas.
- developing skills including negotiation and decision making.
- the importance of boundaries/consent and giving, in relationships including online with friends, peers and adults.

- challenging myths, misconceptions, false news, false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage a range of emotions within relationships confidently and sensitively, including off and online.
- developing positive self-esteem and confidence.
- developing and demonstrating self-respect and empathy for others.
- making informed choices with an absence of prejudice and discrimination
- pupils show respect for those who share the protected characteristics.
- understand bullying, and that this can include the use of derogatory terms relating to sex, race, disability, or sexual orientation.
- developing an appreciation of the consequences of choices made.
- managing conflict resolution, with families, people they care for and are for them and friendships.
- empower pupils with the skills to be able to recognise inappropriate/uncomfortable situations and/or behaviours with their family, with their peers, with adults and interactions online.
- how to report concerns, risks or abuse, including *'child on child' abuse, and have the skills, confidence and the vocabulary needed to do so.
- empower them with the skills to be able to recognise inappropriate/ uncomfortable situations and/or behaviours with their family, peers, adults, and interactions online.
- learning to actively seek, ask and recognise consent from others.
- Developing the skills necessary to communicate effectively in a range of scenarios involving consent and understand that consent can be withdrawn.
- learn and understand the role of a friend, understand how to form, maintain, and have positive healthy friendships (on and offline).
- know that you should be respectful in online interactions.
- know how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- The importance of exercising caution about sharing any information about themselves online.
- recognise the powerful influence of social media and develop critical thinking skills to manage their online presence.

Knowledge and Understanding

- Understand that being a victim of abuse is never the fault of the child.
- to recognise emotional, physical, and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that does not feel right.
- know that their bodies belong to them, and the differences between appropriate and inappropriate or unsafe physical touch, and other, contact.
- about growth and other ways, the body can change and develop, particularly during adolescence.
- the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples will be taught. (**parts referenced in the RSHE statutory guidance*). Pupils will gain an understanding that all these parts of the body are private and learn the skills to express their own boundaries around these body parts.
- the facts about the menstrual cycle, including physical and emotional changes.
- learning about human reproduction (**Human reproduction is non statutory 'sex education'*)

- learning about where to go for help or advice in school and how to access a range of local and national support agencies, including online.
- Pupils will be supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

10. Roles and Responsibilities

At Seascope Primary School the following people have responsibility for RSHE.

RSHE Lead: Caroline Stuart (Deputy Headteacher)

Curriculum Governor: Yvonne Ryle (Chair)

The policy was produced by Charlotte Norman and Caroline Stuart through consultation with staff and parents (22.05.2026).

Responsibilities of the Governor body are in ensuring all pupils make progress in achieving the expected educational outcome. Teaching is accessible to all pupils with SEND curriculum content and teaching materials align to the statutory RSHE guidance.

- clear information is provided for parents on the subject content, teaching materials, and external providers, and on the right to request that their child is withdrawn from sex education.
- teaching staff have access to quality assured training and professional development associated with RSHE.
- the subject has a raised profile and is connected to safeguarding of children.
- all staff are up to date with policy changes, and are familiar with school practise, policy and guidance relating to RSHE.

The role of the Headteacher

It is the overall responsibility of the Headteacher to ensure that all stakeholders are informed about the RSHE policy, and that the policy is fully implemented. This includes parental rights to withdraw from some or all the sex education and fully informing parents what is statutory education that pupils cannot be withdrawn from.

The Headteacher will:

- Ensure staff have the necessary continued professional development and confidence to deliver a high quality RSHE curriculum that suits the needs of all the pupils in the schools.
- Ensure there is adequate time on the school timetable to deliver a high quality RSHE curriculum.
- Take responsibility overall for monitoring and evaluating the provision for RSHE.
- Report to the governing body on the effectiveness of the policy.
- Take responsibility for reviewing the policy on an annual basis along with parents and carers.
- Discuss and review requests from parents to withdraw their children from non-statutory sex education teaching.
- Seek quality assurance of curriculum material/resources/any external agencies/CPD provider used.
- Ensure there is openness with parents about the RSHE materials that are used to teach pupils and parents and carers are informed of their rights around viewing materials.

- Ensure parents and carers are informed when external agencies are invited in to deliver aspects of the RSHE curriculum (including the option to view the companies' materials).

The relationships, sex and health education subject leader are responsible for:

Teaching staff have or will receive training on statutory changes to the RSE curriculum and guidance through regular PSHE Networks with the Local Authority.

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced approach to RSHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- 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 the DfE statutory requirements in relation to the relationships, [sex], and health education curriculum.
- Ensuring the relationships, sex and health education curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex, and health education complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share a sample of the resources ahead of teaching and further resources upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

11. Organisation, content and delivery of RSHE

At Seascope Primary School, Relationships, Sex and Health Education (RSHE) is taught as part of our PSHE Education curriculum, using the Kapow Primary RSHE programme, which is an accredited scheme used widely by schools across the country.

RSHE at Seascope Primary School is organised as:

- Part of the PSHE Education curriculum, delivered through a timetabled programme

RSHE is taught:

- Through weekly PSHE lessons, lasting 45 minutes per week
- With additional RSHE learning embedded across:
 - Religious Education (RE)
 - Science lessons (KS1 and KS2)
 - Personal, Social and Emotional Development (PSED) within all aspects of play and learning in Early Years
 - Assemblies, whole-school routines and day-to-day interactions

This approach ensures RSHE learning is reinforced consistently and linked to real-life experiences, enabling pupils to apply their learning meaningfully.

RSHE is primarily delivered by class teachers, who are best placed to work with pupils on RSHE topics because they:

- Know pupils well
- Understand individual needs, circumstances and sensitivities
- Can respond appropriately to questions and safeguarding concerns

Teachers deliver the RSHE curriculum using Kapow lesson plans, resources and guidance. Where appropriate, learning may be supplemented by enrichment activities or specialist input, for example:

- Health professionals
- Online safety workshops
- Community or local authority services

Any specialist delivery complements, rather than replaces, teacher-led provision.

Each year group from Reception onwards accesses RSHE learning in an age-appropriate and progressive way through the following curriculum units:

- My healthy self
- Connecting with others
- The online world
- Citizenship
- Staying safe
- Growing up
- Health protection
- First aid (Year 6 only)
- Sex Education (Year 6 only – optional unit, detailed separately)

Broadly, RSHE learning across year groups includes:

Early Years (Reception)

- Developing friendships and turn-taking
- Emotional literacy and self-regulation
- Building relationships through play
- Personal hygiene and self-care
- Beginning to understand feelings and boundaries

Key Stage 1

- Developing positive friendships
- Communication skills and kindness
- Staying safe in familiar and online environments
- Personal hygiene and healthy routines
- Recognising feelings and asking for help

Key Stage 2

- Maintaining healthy relationships
- Respect, empathy and boundaries
- Online safety and digital responsibility
- Developing bodies and health protection
- Assessing risk and keeping safe
- Resilience, responsibility and decision-making

All learning is delivered in a spiral curriculum, revisiting key themes over time with increasing depth, maturity and independence.

Assessment of RSHE Learning

Assessment in RSHE is formative and supportive, recognising the personal and sensitive nature of the subject. Assessment is used to inform teaching and ensure learning objectives are met, rather than to measure personal beliefs or experiences.

RSHE learning is assessed through:

- Teacher observation
- Class discussion and questioning
- Pupil reflection activities
- Written or recorded responses where appropriate
- Pupils' ability to use correct vocabulary and apply learning in real-life contexts

Assessment focuses on:

- Knowledge and understanding
- Skills such as communication, decision-making and seeking help
- Pupils' ability to recognise risk and demonstrate safe behaviours

Safeguarding children must always be a priority.

A classroom agreement is used by all staff in all classrooms, agreed and created to best support healthy and positive conversation and learning opportunity.

RSHE lessons may contain content that pupils will find sensitive. Before embarking on these lessons, a group/classroom agreement are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson.

When pupils ask questions, we aim to answer them honestly at an age-appropriate level and within the group/classroom agreement established at the start of the sessions. If it is felt that answering a specific question would involve information at a level inappropriate to the age and development of the rest of the pupils, the question will be dealt with individually at another time. It is important to remember that when a child's question(s) go unanswered, they may turn to inappropriate sources of information and therefore teachers should aim to ensure pupils voices are heard appropriately.

More expert or specialist teachers and other professionals may support staff that are uncomfortable with teaching certain aspects of the RSHE curriculum. Support and professional development will be provided for these staff, so that they can develop their confidence in delivering the whole of the RSHE curriculum programme.

At Seascapes Primary School all staff will use scientifically correct vocabulary to avoid misunderstandings and ambiguity. The words which will be used are penis, vulva, vagina, testicles, scrotum, nipples, breasts, and pubic hair all in an age and stage appropriate way. The correct terms help children to report abuse. Using the correct terms for the parts of the bodies strengthens our school approach to safeguarding children and links directly to RSHE guidance.

Managing difficult or sensitive questions

Pupils may ask questions about topics which go beyond any sex education covered by the school or related to sex education from which they have been withdrawn. The priority is to always make sure the child is safe and feels supported and heard. The school may contact a parent directly to discuss the question and ask how the parent wishes to proceed. Teachers may ask the pupil to speak to their parents or a trusted adult, signposting to support services where needed, as we recognise as a school that children whose questions go unanswered might instead turn to inappropriate sources of information, including online.

As part of teaching in a safe and inclusive classroom environment, pupils' questions and how they might be answered are discussed at the beginning of lessons, including offering alternative ways to ask questions, such as answering questions anonymously (using question boxes).

Open and positive school culture

A school has a responsibility to help create and nurture an open and positive school culture. It is vital this is reflected in our teaching and across whole school life to ensure our children experience positive healthy relationships with their peers and all school staff. We recognise the importance of modelling appropriate language and respectful behaviour and how this contributes to a safe inclusive, environment for all with a consideration for those with a protected characteristic.

Inclusive curriculum and delivery of RSHE

At (school name) we want to ensure both boys and girls have opportunities to practise respectful communication and understand experiences which are different from their own, for example lessons where menstruation is delivered to both sexes in a mixed class. At (school name) delivering RSHE as a whole class enables us to foster healthy relationships between all pupils allowing empathy and understanding for all to develop and grow. This contributes to reducing stigma and taboo when talking about certain aspects of health education.

If as a school we do identify a specific need, based on our regular monitoring of the subject, we may make an informed choice to separate classes by sex in order to create a safe space for discussion of a particular topic. Or we may identify a smaller group of pupils who would benefit from further support or information delivered separately. All pupils will receive the same information, and lessons delivery and adaptive teaching will be monitored and assessed to allow us to review practice and to continue to meet the needs of all our pupils.

12. Addressing child on child abuse/sexual harassment and violence and RSHE

Preventing sexual violence and abusive behaviour begins with ensuring pupils are well informed and that RSHE curriculum is taught in primary school. Relationships education has

an important role in supporting young people to develop the skills they need to build healthy relationships and grow into kind and respectful adults.

Our school recognises that children are vulnerable to and capable of abusing other children and young people, including sexually, and we understand the complex, adverse effects of domestic abuse on children. 'Child to child' abuse will not be tolerated or passed off as part of 'banter' or 'growing up'. Please see our **Safeguarding Policy and Part five of the KCSIE 2025**. This school is committed to taking a proactive and preventative approach to all forms of abuse in schools and protect pupils from serious harm – both in and outside the home.

Pupils should understand that anyone can be a victim of sexual violence, and that the victim is never to blame. It is important to acknowledge that most sexual violence is committed against women and girls, and it often has a gendered component. However, anyone can be affected by sexual violence and teachers should avoid language which stigmatises boys or suggests that boys or men are always perpetrators or that girls or women are always victims.

Teaching staff will maintain an attitude 'it could happen here.' Staff in school have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes.

In an age and stage appropriate way, topics include, but are not limited to, consent and permission seeking (both on and offline), safe touch and privacy, respectful, healthy relationships and appropriate language, communication and behaviour. The content is covered through a spiral curriculum. Our school recognises the key links between these important topic areas and supporting our children to gain the skills and confidence to say no, speak up and report abuse.

[Keeping children safe in education 2025](#)

13. Fostering inclusion and valuing diversity

At Seascope Primary School, fostering inclusion and valuing diversity is central to our Relationships, Sex and Health Education (RSHE) provision. The school serves a community with high levels of deprivation and vulnerability, and we recognise that pupils' lived experiences can significantly influence their wellbeing, confidence, relationships and sense of safety. Our RSHE curriculum is therefore carefully designed to meet the specific needs of our school cohort and remove barriers to learning wherever possible.

The school fully complies with the Equality Act 2010, including the Public Sector Equality Duty (PSED), when teaching RSHE. All content is delivered in a way that does not discriminate against pupils or groups, nor does it amount to harassment. We actively promote respect for all protected characteristics, including age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, and sexual orientation. Teaching is sensitive, inclusive and developmentally appropriate, reflecting the diversity of families, cultures and experiences within our community.

We recognise that inclusion goes beyond curriculum content. The wider school environment, the quality of relationships between pupils and adults, and the way children are supported and represented across school life all contribute to a genuine

sense of belonging. Given the local safeguarding context—including high levels of domestic abuse, child sexual exploitation and peer-on-peer abuse—our RSHE curriculum places a strong emphasis on respect, boundaries, healthy relationships, personal safety and trusted adults. This ensures all pupils, particularly those who may be more vulnerable, are equipped with the knowledge and language to keep themselves safe and to seek help.

Seascope Primary School is committed to making reasonable adjustments to ensure RSHE is accessible to all pupils. Teaching is adapted to meet the needs of pupils with SEND, those with communication or emotional needs, and pupils who may have caring responsibilities or experience trauma. Lessons use clear language, visual support, repetition and practical examples, and staff are alert to pupils who may require additional support, pre-teaching or follow-up. Staff at Seascope Primary School have good knowledge and understanding of the children they teach and work closely with our pastoral team to ensure home life and family circumstances are always considered.

Through an inclusive, responsive and carefully planned RSHE curriculum, Seascope Primary School aims to ensure that every child feels valued, respected and safe, and is supported to thrive within a diverse school community and wider society.

Pupils with special educational needs and disabilities (SEND)

We believe RSHE should be inclusive and developed to ensure these subjects are accessible for pupils with SEND and prepare pupils for adulthood, as set out in the SEND code of practice: 0 to 25 years.

For some SEND pupils there may be a need to tailor or adapt content and teaching of RSHE to meet the specific needs of pupils at different development stages. The teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

We will ensure that all pupils receive relationships education and relationships and sex education, and we will offer provision appropriate to the needs of all our pupils, taking specialist advice where necessary. It is important that SEND pupils receive the knowledge they need to build up their independence and it helps to protect them from harm.

We recognise pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional, and mental health needs or learning disabilities.

Where possible the RSHE curriculum will be adapted to suit, 'not changed,' to ensure all pupils can have access to the same curriculum.

Religion and belief, including teaching in schools with a religious character.

RSHE should be sensitive to the religious background of pupils, and schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

All schools may teach about faith perspectives on these topics.

We encourage parents /carers to discuss any concerns with the headteacher.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sex, sexual orientation and gender reassignment are amongst the protected characteristics.

The DfE strongly encourages primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families. The point in which as a school we teach pupils about LGBT, the content is fully integrated into the curriculum and within the context of teaching about different types of healthy loving families.

Pupils are taught to understand protected characteristics age appropriately. No one is treated in any way less favourably on the grounds of, gender reassignment, sexual orientation or sex.

As a school we will consult with parents and carers on the content of external resources on this topic in advance and make all materials available to them on request, as set out in the section on openness with parents.

The RSHE lead will ensure that the content is age and stage appropriate in the RSHE curriculum.

14. Safeguarding reports of abuse and confidentiality

This RSHE policy supports our school's approach to safeguarding and links to other key policies and guidance.

It is made clear to pupils that all adults in school cannot guarantee absolute confidentiality. When forming the class/group agreement pupils are informed and it will be reinforced to make sure all pupils understand.

It is equally important that staff adopt safeguarding-disclosure procedure and that children understand how confidentiality will be handled in a lesson and what might happen if they do disclose anything of concern in a discussion or anything shared directly with a teacher, about themselves or a peer. Pupils should also understand where they can report any concerns/worries and seek help, including to external services if they do not feel comfortable talking to school staff.

School staff are aware RSHE can at times lead to a disclosure and teachers will consult with the designated safeguarding lead to follow all safeguarding protocols in the school.

A child under thirteen is not legally capable of consenting to sexual activity. Any offence under The Sexual Offences Act 2003 involving a child under thirteen is very serious and should be taken to indicate a risk of significant harm to the child. Cases involving under thirteens should always be discussed with the nominated child protection lead.

Under the Sexual Offences Act, penetrative sex with a child under the age of thirteen is classed as rape. Therefore, in all cases where the sexually active young person is under thirteen, a referral should be made to First Contact, naming the young person, and the sexual partner if known. Following this, a Strategy meeting or discussion will be held. The

meeting will involve a Team Manager, Social Worker, Police, Health Worker, Education and Welfare and other relevant agencies, to discuss next steps.

Where the allegation concerns penetrative sex, or other intimate sexual activity occurs, there would always be reasonable cause to suspect that a child, whether girl or boy, is suffering or likely to suffer significant harm. All cases involving under thirteens should be fully documented and reported.

Health professionals in school are bound by their codes of conduct but have a duty to share information with relevant others, if they believe that a child is suffering abuse.

Where lessons are delivered by external agencies, schools must agree in advance of the session how a safeguarding concern would be dealt with by the external visitor, and in line with school policy. All visitors will be required to explain their safeguarding procedures informing the school how they would deal with receiving a disclosure.

These procedures should be read in conjunction with the Durham Safeguarding Children's Partnership procedures <https://durham-scp.org.uk>

15. Working with external agencies

The school may invite guest speakers into school to talk on issues related to RSHE, e.g. an expert or experienced health professional. A teacher will be present throughout all these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery. (See section on openness with parents and RSHE materials)

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

16. Monitoring and Evaluation of RSHE

The monitoring of the delivery, content, teaching and assessment of RSHE at Seascap Primary School is integrated into the school's whole-school monitoring and review procedures. This ensures that RSHE is given appropriate priority and is delivered consistently, effectively and in line with statutory guidance.

RSHE is monitored termly as part of the school's whole-school monitoring timetable, which clearly identifies when RSHE will be reviewed across the academic year.

Monitoring is carried out by the RSHE Lead, supported by Senior Leadership Team (SLT), and includes a range of evidence-gathering activities:

- Lesson observations to evaluate the quality of teaching, curriculum delivery and use of resources

- Learning walks to monitor how RSHE is embedded across classrooms and the wider school environment
- Pupil voice activities to gain insight into pupils' understanding, confidence and engagement with RSHE learning
- Display monitoring to ensure RSHE themes are visible, appropriate and support pupils' learning
- Planning monitoring to check curriculum coverage, progression and alignment with statutory guidance
- Assessment monitoring to review how teachers assess learning and use assessment to inform planning and support pupils

Findings from RSHE monitoring are used to:

- Identify strengths and areas for development
- Inform staff training and support
- Ensure statutory coverage and curriculum progression
- Review the effectiveness of the RSHE curriculum in meeting pupils' needs

The RSHE curriculum is reviewed annually, or sooner where changes in statutory guidance, safeguarding priorities or pupil need require it. Updates to content or delivery are communicated to staff and shared with parents and carers where appropriate.

This robust monitoring process ensures RSHE at Seascape Primary School remains high quality, compliant, developmentally appropriate and responsive to the needs of our pupils.

Engagement with pupils and assessment

Assessment is carried out where appropriate, for example, at the start of a unit of work/content to gather the baseline knowledge of pupils and at the end of every module/unit to assess pupil progress. This may involve teacher, pupil and peer assessment of knowledge and understanding, interpersonal skills, and attitudes. As a school we will monitor pupil progress and the impact of our curriculum throughout the delivery of the RSHE, through assessment for learning quality approaches to our delivery and through careful observation of pupil behaviour, attitudes, and relationships in and across all school life.

Example:

Our schools RSHE curriculum assessments ensure pupils continue to make progress and acquire the key knowledge needed for continued personal development and well-being.

It is the responsibility of the Head Teacher/ Leadership Team to oversee and organise the monitoring and evaluation of the statutory RSHE curriculum in the context of the overall school plans for monitoring the quality of teaching and learning. The RSHE programme will be treated as a subject and will be involved in a yearly monitoring and evaluation exercise led by the Leadership Team.

The Governing body is responsible for overseeing, reviewing, and organising the revision of the RSHE policy and curriculum.

Appendices:

1. Please see RSE Long Term Plan Attach - A request for more detailed information can be requested from parents and carers.

An accessible form for parents to complete to submit a request to withdraw their child from non-statutory sex education, this should be sent to the headteacher.

A list of the external agencies that you use or plan to use.

A list of sources of information for parents and carers to talk to their children at home, further information will be shared via the parent portal.

[Parents' leaflets | NSPCC Learning](#)

[NSPCC | The UK children's charity | NSPCC](#)

[Parents and carers | CEOP Education](#)

[I'm looking for support with being a parent or carer | Barnardo's](#)

[Our services for parents and carers | Place2Be](#)

2. The 7 Guiding principles for relationships, sex and health education

Our school policy and practice is planned, assessed, monitored and developed with the 7 Guiding principles for relationships, sex and health education as the key principles:

a. **Engagement with pupils.** An inclusive and well-sequenced RSHE curriculum should be informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging.

b. **Engagement and transparency with parents.** Schools should engage with parents on the content of RSHE and be transparent with parents about all materials used in RSHE. All materials should be available to parents. Parents have a right to request that their children are withdrawn from sex education (pupils can opt back in from three terms before they turn 16) and schools should ensure parents are aware of sex education content within lessons in advance.

c. **Positivity.** Schools should focus on building positive attitudes and skills, promoting healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health. Schools should avoid language which might normalise harmful behaviour among young people – for example gendered language which might normalise male violence or stigmatise boys.

d. **Careful sequencing.** Schools should cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. Schools should sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

e. **Relevant and responsive.** Schools should develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in their area, where appropriate working with local partners and other bodies to understand specific local issues and ensure needs are met.

f. **Skilled delivery of participative education.** The curriculum should be delivered by school staff or, where schools choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures.

g. Whole school approach. The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies.