



Lovington Church of England Primary School

Personal, Social, Health and Economic (PSHE) education and Relationships & Sex Education (RSE) Policy

Start date: September 2026

Review date: September 2028

Policy development & review

As part of the statutory requirements for Relationships, Sex & Health Education, all primary schools must have in place a written policy for PSHE and/or RSE if additional non-statutory sex education is taught. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

This policy has been developed by PSHE/RSE Leaders from Lovington Church of England Primary School in consultation with staff, governors, pupils and parents/carers. The consultation and policy development process involved the following steps:

- Draft and Review – the PSHE Leaders, after attending training sessions, gathered relevant information including relevant national and local guidance.
- Staff consultation – teaching staff were consulted through whole school staff meetings and given the opportunity to look at the policy and make recommendations.
- Parent/carer/stakeholder consultation – parents, carers and any interested parties were invited to provide their views through a survey and subsequent meeting.
- Pupil consultation – we investigated what exactly pupils want from their RSE during pupil voice sessions.
- Ratification – once amendments were made, this policy was approved and adopted by the Headteacher and Governing Body.

This policy aims to provide guidance and information on all aspects of PSHE and Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors and other stakeholders.

The member of staff responsible for overseeing and reviewing this policy is the Headteacher. It will be reviewed briefly annually and in full every 2 years, or in line with new legislation, or in the event of any issues arising between these times.

We are committed to the ongoing development of PSHE and RSE within our school. We will monitor and evaluate the effectiveness of our provision through the following indicators:

- A coordinated and consistent approach to curriculum delivery is embedded across the school.

- The PSHE and RSE curriculum remains responsive to the needs of pupils, informed by regular pupil voice activities and other relevant feedback.
- The impact of professional development and training for staff and governors is evaluated and informs future practice.
- Policies, procedures and curriculum provision are reviewed regularly, with input from staff, governors, parents/carers and where appropriate, pupils.
- Opportunities are provided for parents/carers and members of the wider school community to understand and contribute to the school's approach to PSHE and RSE, including through information sessions and consultation activities.
- Parents/carers and the wider school community are kept informed about the curriculum and scheme of work and we work collaboratively with families to support pupils' learning and development.
- PSHE and RSE provision is effectively linked to and supported by other relevant school policies, including safeguarding, behaviour, equality, inclusion, anti-bullying and online safety policies.

To whom the policy applies

The policy applies to:

- The Headteacher
- All school staff
- The Governing Body
- Pupils
- Parents/carers
- Health professionals
- Partner agencies working in or with the school

This policy is available on the school website. Copies can also be made available on request from the school office.

Statutory requirements

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England

from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommends that primaries 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.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance.

At our school, we deliver Relationships Education/RSE as set out in this policy, in line with current statutory duties and requirements.

At Lovington Church of England Primary School, we must provide Relationships & Sex Education to all pupils in line with the Children and Social Work Act 2017.

In teaching RSE, we must have regard to the most up to date guidance issued by the Department of Education as outlined in section 403 of the Education Act 1996.

Legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Keeping children safe in education (2025).
- Children and Social Work Act (2017).
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025).

Links to other policies

This policy reflects how we deliver Personal, Social, Health and Economic (PSHE) education and Relationships & Sex Education (RSE) in our school, as part of a whole-school

approach to the subject. The following school policies also have links to our Personal, Social, Health and Economic (PSHE) education/RSE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours.

These policies should also be read in conjunction with this Relationships Education/RSE policy to give a broader understanding of our approach to this subject:

- Safeguarding Policy
- E-safety Policy
- Anti-bullying Policy
- Equality, diversity and inclusion policy
- SMSC/Fundamental British Values Policy
- Behaviour Policy
- Science Policy
- Confidentiality Policy

Definition and aims of RSE

At Lovington Church of England Primary School, we believe that Personal, Social, Health and Economic (PSHE) education and Relationships and Sex Education (RSE) are fundamental to supporting children to become happy, healthy, confident and responsible members of society. Through a high-quality PSHE and RSE curriculum, pupils develop the knowledge, skills, attitudes and values they need to build positive relationships, make informed choices and look after their physical and emotional wellbeing.

We recognise the strong link between children's wellbeing, personal development and their ability to learn and thrive. Our curriculum provides pupils with the tools and strategies they need to understand and manage their emotions, build resilience, develop self-esteem and know when and how to seek support. Through our partnership with the Mental Health Support Team (MHST), our Wellbeing Ambassadors Programme and through our Seeds of Wellbeing Initiative, we promote a whole-school approach to mental health and wellbeing that extends beyond the classroom and supports families as well as pupils.

We are committed to helping children understand how to keep themselves safe in an increasingly complex world. Online safety is embedded throughout our curriculum and reinforced through workshops, assemblies, and parental engagement opportunities. We work in partnership with families to develop pupils' understanding of safe and responsible online behaviours and provide additional opportunities, including specialist workshops such as those delivered by Operation Topaz, to help children recognise risks, make informed decisions and know where to seek help.

Our curriculum reflects the needs of our pupils and our community. Through Picture News and wider curriculum opportunities, pupils are encouraged to engage thoughtfully with current affairs, explore different viewpoints, and develop an understanding of the world around them. Children learn to respect diversity, challenge stereotypes, and demonstrate kindness, empathy, and respect in their relationships with others.

In the Early Years Foundation Stage and Key Stage One, pupils develop an understanding of the important role trusted adults play in keeping them safe and healthy. Through visits and engagement with professionals such as police officers, dentists, ambulance staff and other community helpers, children learn how people support and care for others within society and how they can seek help when needed.

As a Church of England school, our PSHE and RSE provision is underpinned by our Christian vision and values of Kindness and Respect, Courage and Resilience, Gratitude, Hope, Trust and Peace. These values shape our curriculum and support pupils to develop healthy relationships, respect themselves and others, and contribute positively to their communities.

Through our progressive and inclusive PSHE and RSE curriculum, we aim to equip every child with the confidence, knowledge and skills they need to flourish now and in the future.

The overarching aims of PSHE and Relationships and Sex Education (RSE) at Lovington Church of England Primary School are to:

- Develop pupils' understanding of healthy, respectful and positive relationships, including friendships, family relationships, and relationships within the wider community.
- Promote positive mental health and wellbeing by equipping pupils with the knowledge, skills and strategies to build resilience, manage emotions, and seek support when needed.
- Develop self-respect, confidence, empathy and emotional literacy, enabling pupils to value themselves and others.
- Help pupils recognise and maintain healthy boundaries, understand consent in an age-appropriate context, and know how to stay safe both online and offline.
- Enable pupils to identify trusted adults, report concerns and access help, advice and support when needed.
- Foster an understanding and appreciation of diversity, equality and inclusion, encouraging respect for different backgrounds, beliefs, and family structures.
- Develop critical thinking, media literacy and decision-making skills, enabling pupils to evaluate information, recognise online influences, engage thoughtfully with current affairs, and make informed and responsible choices.

- Develop pupils' financial awareness and economic wellbeing, enabling them to make informed decisions about money, understand the value of resources, and develop skills that will support them in later life.
- Encourage active citizenship and promote the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance, preparing pupils to contribute positively to their communities and life in modern Britain.
- Provide a safe and supportive framework in which sensitive issues can be discussed openly, honestly, and respectfully.
- Teach pupils the correct vocabulary to describe their bodies, relationships, and emotions in an age-appropriate manner.
- Prepare pupils for the physical, emotional and social changes associated with growing up, including puberty, relationships, and personal hygiene.
- Support pupils to live out our Christian values of Kindness and Respect, Courage and Resilience, Gratitude, Hope, Trust and Peace in their relationships and everyday lives.

At an appropriate age for our pupils, part of our school provision also includes the teaching of relevant additional non-statutory sex education to complement pupils' wider understanding of human development and relationships. We define sex education as age-appropriate learning about human reproduction, including how a baby is conceived and born. It complements the statutory Relationships and Health Education curriculum by helping pupils understand the changes that occur as they grow and develop. Any non-statutory sex education content is clearly identified in our curriculum overview (see appendix). Further information can be found in the 'Working with Parents/Parents' right to Withdraw' section of this policy.

PSHE and RSE are not about the promotion of sexual orientation or sexual activity. Instead, they support understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond.

We ensure that any PSHE and RSE we deliver are inclusive and meet the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

Curriculum content and organisation

Our PSHE/Relationships & Sex Education (RSE) curriculum and policy have been developed in consultation with parents, pupils, governors and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils.

The PSHE/RSE subject lead is responsible for overseeing and organising the PSHE/RSE curriculum. This includes supporting curriculum planning and development, supporting teachers, and ensuring that resources used are in line with our curriculum plan and school policy.

Relationships Education/RSE is delivered as part of our PSHE programme. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have.

PSHE and Relationships Education/RSE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up.

At Lovington Church of England Primary School, we use the Kapow Primary RSE and PSHE scheme of work as the foundation of our PSHE and RSE provision. The curriculum is carefully adapted and enriched to reflect the needs of our pupils, our Christian values and the context of our school community, ensuring that learning is relevant, inclusive and responsive to emerging local and national issues. The Kapow Primary RSE & PSHE curriculum is designed to support pupils in becoming healthy, safe, independent, and responsible members of society. It develops the knowledge, skills and attributes children need to manage their lives now and in the future. Through a progressive and age-appropriate programme of learning, pupils explore relationships, health and wellbeing, safety and the changing body, citizenship and economic wellbeing.

The curriculum aims to equip children with the understanding and confidence to build positive relationships, recognise and manage risk, make informed choices, and contribute positively to their communities. It promotes respect for themselves and others, celebrates diversity and inclusion and supports pupils to develop resilience, empathy, and emotional wellbeing. Through open discussion and reflection, children are encouraged to become thoughtful, respectful, and responsible citizens who are prepared for the opportunities and challenges of modern life.

Our Relationships Education/RSE provision is mapped to the statutory requirements for PSHE and Health Education. Related content is also taught through other curriculum subjects, such as religious education and science. Pupils also explore related themes through assemblies, whole school projects and events, where appropriate.

Relationships Education/RSE is delivered through timetabled curriculum lessons as part of our PSHE and RSE curriculum. Related statutory elements are also delivered through science, in line with the National Curriculum.

As part of our PSHE and RSE curriculum, we cover a range of topics and learning outcomes that support Relationships Education/RSE across the school. The Kapow Primary RSE & PSHE scheme covers the full breadth of learning pupils need to stay healthy, safe and prepared for life. This includes:

- Personal
- Social
- Health
- Economic
- Relationships
- Citizenship
- Sex education

For further information about our Personal, Social, Health and Economic (PSHE) education/RSE curriculum, see the curriculum overview in Appendix 1. Any non-statutory sex education content is clearly highlighted for reference.

Delivery of RSE

Our Relationships Education/RSE curriculum is delivered predominantly by teachers or other staff within our school from EYFS to Year 6 and forms part of our timetabled Personal, Social, Health & Economic (PSHE) Education programme. This is taught in a 2 year rolling programme to ensure coverage and progression (see the overview in the appendices).

We recognise that external visitors can add value to the teaching and delivery of Relationships Education/RSE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of Relationships Education/RSE. Relevant school policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors and visitors are expected to work in line with this policy and other relevant school policies.

Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our school

supports pupils to develop confidence in talking, listening, and thinking about relationships in a safe and secure way.

To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions, or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of Relationships Education/RSE. These include:

- Film-clips/graphics.
- Scenarios and stories.
- Images and visual prompts.
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.
- Problem-solving activities.
- Independent, paired, and group work.
- The use of anonymous question boxes.

Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned and if the teacher delivering the session deems it appropriate to answer.

Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters.

This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum.

When delivering Relationships Education/RSE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any with additional needs or those with SEND.

The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.

Our school delivers PSHE and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies. **This is outlined in the Working with Parents/Parents' Right to Withdraw section of this policy.**

If pupils ask about sex education topics that are not covered in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, reminding pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any questions asked by pupils, they follow school safeguarding procedures. The schools safeguarding procedures and child protection policy can be found on our school website (www.lovingtonprimary.co.uk).

In responding, teachers use a neutral script such as: *"That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you are worried about anything then you can talk to me or another trusted adult privately outside of the lesson."*

If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: *"That question is about content your parent has asked us not to cover with you in school. Let's make sure an adult follows this up with you safely."*

Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any questions asked by pupils, they should follow the school's safeguarding procedures.

As part of our Relationships Education/RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RSE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline. These are also available for children to access via our website.

Support is provided to children experiencing difficulties on a one-to-one basis, via our Senior Mental Health Lead and Emotional Literacy Support Assistant (ELSA). Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in class libraries.

Inclusion

It is our intention that all pupils have the opportunity to experience a programme of Relationships Education/Relationships & Sex Education (RSE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access Relationships Education/RSE learning.

Our school recognises that there are different ethnic, religious and cultural beliefs and attitudes around Relationships Education/RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in Relationships Education/RSE.

During PSHE and RSE sessions, objective discussion of the diversity of the community we serve and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law. Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. Relationships

Education/RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment. The full Act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them.

Access for pupils for who cannot attend school

The school ensures that pupils who are on a reduced timetable, medically unable to attend, or experiencing school refusal, continue to receive their statutory Relationships Education, Relationships and Sex Education (RSE) and PSHE provision in line with current Department for Education guidance.

Where pupils are unable to access this learning in school, age - appropriate content is delivered remotely through the school's secure student directory using MS Office 365. Access is carefully managed to ensure safeguarding, confidentiality, and appropriate supervision. This approach enables pupils to remain included in the curriculum and ensures the school meets its statutory obligations while responding flexibly to individual needs.

Safeguarding and confidentiality

Confidentiality in Relationships Education/Relationships & Sex Education (RSE) lessons is managed in line with the school's confidentiality policy. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school's safeguarding protocols are followed at all times.

Through the ground rules established as part of creating a safe learning environment in all PSHE and RSE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

Teachers are aware that effective Relationships Education/RSE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff

informs the head teacher or Designated Safeguarding Lead (DSL), in line with the school's safeguarding policy.

Through our safeguarding, PSHE and RSE curriculum, pupils are taught about personal safety, bodily autonomy, healthy boundaries, and how to seek help if they feel unsafe. Staff are trained to recognise and respond to safeguarding concerns, including those relating to Female Genital Mutilation (FGM), in line with statutory safeguarding guidance and the school's safeguarding policy.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff should follow the school's safeguarding policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority.

Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

Working with Parents/Parents' Right to Withdraw

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Lovington Church of England Primary, we are committed to working closely with parents to ensure that we create the best possible Relationships Education/Relationships & Sex Education (RSE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards Relationships Education/RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject lead.

As set out in Department for Education (DfE) requirements, schools should show parents a representative sample of the resources they plan to use, enabling parents to continue conversations started in class and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. To meet this duty, we provide an overview of materials, via KAPOW's online portal. This link is valid for 14 days. Parents who wish to view additional RSHE/PSHE teaching materials are asked to contact the school to arrange an appointment, during which the headteacher or class teacher will share

information, resources and discuss any specific topics, issues or concerns. This approach supports open discussion and helps build understanding of the context of our RSHE/PSHE provision across the school.

Our school values transparency and partnership with parents and carers in delivering high-quality Relationships, Sex and Health Education (RSHE). In line with statutory guidance, we will:

1. Provide access to RSHE curriculum materials

- Parents and carers will receive a link (valid for 14 days) to view materials used in R(S)HE lessons, prior to that half term teaching.

2. Offer multiple ways to view resources

- Representative samples of lesson plans and teaching resources are shared during parent information sessions where these are held.
- Additional materials can be viewed by appointment at school or via secure online access, where this is feasible.

3. Engage parents proactively

- We may hold R(S)HE information sessions to explain the curriculum approach and answer questions.
- Parents are informed of any significant changes to R(S)HE contents and invited to share feedback.
- We will share information through curriculum newsletters and other school communications so that parents and carers are aware of the PSHE and RSE learning taking place within each year group.
- We will inform parents and carers in advance of any non-statutory sex education lessons via letter, whilst providing information about the content to be taught.

4. Safeguarding and copyright considerations

- While we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents are offered supervised viewing in school.
- All sharing of materials complies with safeguarding and data protection policies.

This approach ensures that parents are fully informed and able to support their child's learning at home, while maintaining compliance with statutory requirements.

Parents are given opportunities to understand the purpose and context of Relationships Education/RSE as part of our approach to pupils' personal development. We recognise that clear communication, opportunities to ask questions and open discussion help build confidence in the curriculum and we provide opportunities to support this by:

- Making our Relationships and Sex Education (RSE) Policy available on the school website.
- Sharing information about the curriculum content and learning objectives for each year group.
- Providing access to curriculum resources and materials where appropriate.
- Communicating with parents and carers before teaching sensitive aspects of the curriculum, including puberty education.
- Offering opportunities for parents and carers to ask questions and discuss the curriculum with school staff.
- Responding promptly to any concerns or queries regarding PSHE or RSE.
- Working in partnership with families to support children's emotional wellbeing, relationships and personal development.

While we believe that all content within our PSHE and RSE curriculum is important and relevant for pupils, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the National curriculum for science.

Please refer to our programme overview document (Appendix 1), which clearly highlights any lessons where sex education is delivered and where the parental right of withdrawal applies.

Year 6 – Unit: How do people become parents and carers?

- **Lesson 2: How are babies made?**
- **Lesson 3: What happens in pregnancy and how are babies born?**
- **Lesson 6: What is consent?**

In line with current DfE statutory guidance, there is no parental right of withdrawal from PSHE or Health Education, or from any sex education content that forms part of the National Curriculum for Science. These are statutory requirements that schools are required to teach.

We view the partnership between home and school as vital in providing context around the themes covered in Relationships Education/RSE. We keep parents and carers informed by publishing an overview of the programme and this policy on the school website and by providing further information and examples of teaching resources on request. Parents may also view curriculum materials and discuss content and delivery with the subject lead if required.

We acknowledge that parents and carers have an important role to play in Relationships Education/RSE and should feel confident that the school's programme complements and supports their parenting role. We may choose to hold additional parent meetings or events to support parents' understanding of our approach and rationale.

We ask parents to consider the proven contribution that age-appropriate sex education can make in keeping pupils safe and preparing them for adulthood.

If parents wish to request that their child be withdrawn from any non-statutory sex education, they should inform the school in writing **at least 7 days** prior to the lesson taking place. Parents will then be invited to a meeting to discuss concerns and view relevant teaching resources. If parents choose to proceed with withdrawal, the request is recorded and alternative, purposeful provision is made for the pupil during these sessions so that they are not present in the lesson.

It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility.

Roles and responsibilities

The following is a summary of some of the key expectations relating to roles and responsibilities within our school community for Relationships Education/Relationships & Sex Education (RSE). This list is not exhaustive, but provides a clear reference point for the main expectations.

Governors/Trustees will:

- Approve the Relationships Education/RSE policy and hold the Headteacher to account for its implementation based on statutory duties.
- Ensure that governors are supportive of the school's policy, aims and objectives relating to Relationships Education/RSE.

The Headteacher will:

- Oversee all aspects of this policy and ensure it is implemented and reviewed as required.
- Work with the subject lead to support the implementation of this policy.
- Ensure that Relationships Education/RSE is taught consistently across the school in line with this policy.
- Manage the process for any parental requests to withdraw pupils from non-statutory sex education.

- Ensure that all staff receive appropriate training relating to RSHE.
- Ensure that all staff are aware of this policy and associated guidance.
- Ensure that the school meets statutory requirements for Relationships Education, RSE and Health Education.
- Communicate with staff, parents and governors to ensure understanding of the school's Relationships Education/RSE curriculum and policy.

All staff will:

- Teach Relationships Education/RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.
- Model positive attitudes and behaviours.
- Consult the subject lead if they have questions regarding provision.
- Monitor pupil progress and provide feedback on delivery when requested.
- Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning.
- Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive Relationships Education/RSE.
- Ensure that they are up to date with school policy and curriculum requirements around Relationships Education/RSE.
- Keep up to date with school policy and curriculum requirements.
- Take part in training as required.
- Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise.
- Respond appropriately to parental requests to withdraw pupils from non-statutory sex education.

The subject lead will:

- Oversee the day-to-day operation of the school's Relationships Education/RSE provision and policy.
- Keep up to date with changes in legislation and best practice.
- Support or organise training where necessary.
- Liaise with relevant external agencies (for example, school nursing services or visitors).
- Ensure appropriate resources and materials are available.
- Develop, review, monitor and evaluate the delivery of Relationships Education/RSE.
- Report to governors and senior leaders as requested.

Pupils will:

- Take part fully in lessons.

- Follow and contribute to agreed ground rules in lessons.
- Behave appropriately and treat others with respect and sensitivity.
- Talk to teachers or other school staff if they have worries or concerns.
- Support the creation of positive and inclusive Relationships Education/RSE lessons.

Parents will:

- Share responsibility for supporting their child's Relationships Education/RSE learning and wider personal, social and emotional development.
- Support the delivery of Relationships Education/RSE in line with this policy.
- Engage in consultation and information sharing opportunities.
- Seek additional support from the school where needed.

Training and staff development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding Relationships Education/Relationships & Sex Education (RSE). We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

As stated by the Department for Education (DfE), the RSHE curriculum in schools should be delivered by staff 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 are trained in safeguarding and offer support, recognising the increased possibility of disclosures. At Lovington Church of England Primary School, we ensure that staff are aware of best practice in delivery by providing regular training opportunities.

We expect staff to provide regular feedback to the subject lead on their experience of teaching Relationships Education/RSE, including identifying any areas where additional support or training would be helpful.

Training related to Relationships Education/RSE forms part of the school's regular staff training programme.

Monitoring and evaluation of Relationships Education/RSE

Our aim is to provide Relationships Education/RSE that is relevant and tailored to meet the needs of our pupils, based on their age and stage of personal development. For this reason, we regularly review our curriculum to evaluate its effectiveness.

The PSHE/RSE subject lead is responsible for monitoring and evaluating provision to ensure that the programme is effective and impactful.

The subject lead reports to the headteacher and governors and makes information available as requested.

Monitoring and evaluation may include:

- Monitoring of planning.
- Lesson observations.
- Learning walks.
- Work scrutiny.
- Pupil voice activities.
- Staff feedback.
- Parent feedback and engagement.
- Surveys.
- Consideration of local or school level sources of data (for example, behaviour, health or safeguarding information).

Teachers are expected to reflect on their delivery of Relationships Education/RSE and provide feedback to the subject leader to support ongoing development of the subject.

Appendix

Kapow Long-Term Overview

Lovington C of E Primary School - PSHE/RSE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Y1/2 (A)	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?
Y1/2 (B)	My healthy self: How can we look after our emotions?	Citizenship: How can I help others and the environment?	Citizenship: How do people belong to a community and earn money?	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Y3/4 (A)	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What careers do people choose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?
Y3/4 (B)	My healthy self: How can I take care of my mind and body?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend my money wisely?	Growing up: How will my body and emotions change as I grow up?
Y5/6 (A)	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	Online world: How do I feel about the things I see online?	Y5 - Staying safe: How can I stay safe as I grow up? Y6 - Sex education: How do people become parents and carers?
Y5/6 (B)	My healthy self: How can I support my mind and body as I grow?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	My healthy self: How do my choices today shape my future health?	Citizenship: How can we protect everyone's rights?	Y5 - Staying safe: How can I stay safe as I grow up? Y6 - Sex education: How do people become parents and carers?

PSHE in EYFS

At the end of EYFS, learners are assessed as to whether they've met their Early Learning Goals (the expected level of development by the end of the Reception year, categorised into seventeen developmental milestones across the seven areas of learning) as they transition into Year One and the National Curriculum; of the seventeen Early Learning Goals (ELGs), seven have an outcome directly linked to statutory PSHE and RSE.

Communication and Language	Listening, Attention and Understanding	Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
	Speaking	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development	Self-Regulation	● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ● Give focused attention to what the teacher says, respond appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.
	Managing Self	● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ● Explain the reasons for rules, know right from wrong and try to behave accordingly. ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	● Work and play cooperatively and take turns with others. ● Form positive attachments to adults and friendships with peers. ● Show sensitivity to their own and others' needs.
Physical Development	Gross Motor Skills	● Negotiate space and obstacles safely, with consideration for themselves and others.
Understanding the World	Past and Present	● Talk about the lives of people around them and their roles in society.

In EYFS, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

Learners who are assessed as 'emerging' in one or more of their ELGs means that they have not yet met the expected level of development by the end of their Reception year. This information will be used to identify any gaps in learning and inform the planning of targeted support as pupils progress into Year One. Learners who are emerging in one or more of the ELGs that feed into our PSHE curriculum may require foundational, step-by-

step guidance to support them in making accelerated progress to close the gap between them and their peers; this may typically involve one or more of the following areas of focus:

Emotional Literacy and Self-Regulation

- **Feelings Identification:** The child may only be able to identify basic feelings (happy, sad, angry) using adult scaffolding. Year One PSHE for these learners involves building a rich vocabulary to express more nuanced emotions.
- **Regulation and Impulses:** Instead of independently managing strong emotions, emerging learners often need a "safe person" or calm-down corner to help them process frustrations without disruptive outbursts.

Relationships and Social Skills

- **Cooperative Play:** While expected ELG learners share and take turns independently, emerging learners may require adult prompting or structured buddy systems to initiate play and navigate sharing.
- **Conflict Resolution:** Emerging learners typically rely on teachers to mediate playground disputes. PSHE lessons for these children will focus on simple communication strategies, like using "kind words", "gentle hands", or handing a toy over when taking turns.

Managing Self and Independence

- **Personal Needs:** Emerging learners may need ongoing reminders for basic personal hygiene and care (e.g., washing hands, dressing for outdoor play).
- **Resilience:** When faced with a challenging Year One task, they may give up easily. PSHE sessions will need to focus on developing a "growth mindset" and celebrating incremental successes to build resilience.

Health and Well-Being

- **Healthy Choices:** They may need visual aids and simple explanations to understand which foods are healthy or the importance of brushing their teeth.
- **Safety Awareness:** Lessons on keeping safe physically (both in the classroom and online) must be kept very simple, focusing on identifying safe adults and understanding that their bodies belong to them

KAPOW Progression of Vocabulary (specific to RSE)

My healthy self		
Year 1/2	Year 3/4	Year 5/6
anger	health	cope
body clues	mental health	light (activity)
disgust	mind	moderate (activity)
emotions	mood	regulate
face clues	negative (feelings)	response
fear	physical health	vigorous (activity)
feelings	positive (feelings)	wellbeing
happiness	respect	calories
relax	routine	(tooth) decay
sadness	support	dental hygiene
surprise	trust team	flossing
trust	balanced diet	long-term
trusted adult	fixed mindset	persistence
active	growth mindset	setback
exercise	hydrated/dehydrated	short-term
five-a-day	hygiene	
healthy	mindset	
habits	nutrients	
	resilience	

Connecting with others		
Year 1/2	Year 3/4	Year 5/6

fair/ unfair friendly lonely polite safe share strengths trust trusted adult belong bullying calm carer family	behaviour falling out friendship relationship respect self-respect assertive compromise disrespect manners	civil partnership commitment conflict influence marriage bystander discrimination empathy self-esteem stereotypes upstander
---	---	---

The online world		
Year 1/2	Year 3/4	Year 5/6
online polite safe screen time trusted adult permission personal information private information sharing	anonymous block communicate report respect respectful screenshot content in/accurate mislead reliable search result	advert influence scam targeted

Staying safe		
Year 1/2	Year 3/4	Year 5/6

999	alcohol	addictive
body clues	boundaries	air ambulance
comfortable	cigarettes	cautious
danger	current	coastguard
emergency	hazard	consent
harm	illegal	criminal offence
road safety	inappropriate	drugs
rule	legal	emergency services
safe	operator	emotional
trusted adult	personal space	mountain rescue
uncomfortable	pressure	peer pressure
unsafe	risk	physical
permission	road crossing	public transport
penis	tide	search-and-rescue
testicles	vapes	substance
vagina		threat
vulva		violence

Health protect	
Year 1/2	Year 3/4
999	allergy
dentist	asthma
doctor	defence
emergency	disease
first aid	immune
germs	infection
illness	pressure
injury	spf
medicine	sunburn
prevent	sunstroke
protect	symptom
serious	vaccine

spread unwell urgent	
----------------------------	--

Growing up		
Year 1/2	Year 3/4	Year 5/6
change grow nipples penis private parts scrotum testicles vagina vulva	boundaries breasts period physical changes puberty	egg erection genitals hormones influence menstrual cup period pad period pants self-conscious sensitive tampon wet dreams womb/uterus

Sex education

Year 6
conception
consent
ovary
pregnant
sexual intercourse
sperm

Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (Years One and Two) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- To notice that animals, including humans, have offspring which grow into adults.
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Key Stage 2 (Years Three to Year Six) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat.
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To describe the simple functions of the basic parts of the digestive system in humans.
- To identify the different types of teeth in humans and their simple functions.
- To describe the life process of reproduction in some plants and animals.
- To describe the changes, as humans develop to old age.
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

- To describe the way nutrients and water are transported within animals, including humans.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.