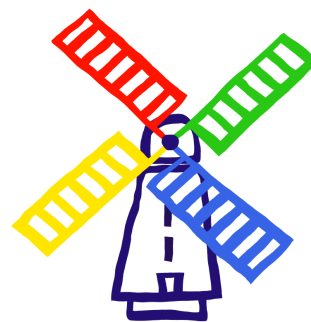




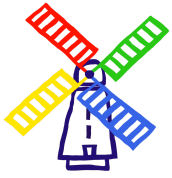
Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



A community for learning. Raising expectations. Fulfilling high standards.

Policy Revised: **September 2026**
Policy Review Date: **September 2027**
Headteacher: **Mrs Gemma Hillier**



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UNICEF Rights of the Child Article 2: (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

UNICEF Rights of the Child Article 24: (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

1. Introduction

Personal, Social, Health and Economic Education (PSHE) is an important part of our school's curriculum and supports pupils to develop the knowledge, skills, attitudes and values they need to lead healthy, safe, happy and responsible lives. Our PSHE curriculum is underpinned by the Department for Education's statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, and reflects the statutory requirements for Relationships Education and Health Education in primary schools.

At Widmer End Community Combined School & Pre-School, we value PSHE as an essential part of promoting children's personal development, safeguarding, wellbeing and understanding of themselves and others. RSE and PSHE aims to equip children with the knowledge and confidence to make informed and responsible choices, recognise unsafe or harmful situations, respect themselves and others, and develop the skills necessary to thrive as they grow.

RSE, RSHE and PSHE definitions as used in this policy:

PSHE (Personal, Social, Health and Economic Education) is the broader curriculum area that supports pupils' personal development, health, wellbeing, relationships, citizenship and preparation for life.

RSHE (Relationships, Sex and Health Education) refers specifically to the statutory elements of the curriculum relating to Relationships Education, Health Education and, where taught, age-appropriate Sex Education.

RSE (Relationships and Sex Education) focuses specifically on relationships and sex education, with Health Education forming a separate statutory element.

In this policy, the term PSHE is used to describe the wider programme, which incorporates the statutory requirements for Relationships Education and Health Education and any additional RSE content the school chooses to teach.

Our PSHE curriculum promotes and embeds children's rights, helping pupils to understand their rights and responsibilities and to respect the rights of others. As a Silver Rights Respecting School, PSHE supports our



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commitment to embedding rights and enables all pupils to understand, exercise and advocate for their rights within our school and wider community.

2. Policy development and review

As part of the statutory requirements for Relationships, Sex & Health Education, all primary schools must have in place a written policy for Relationships Education 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 in consultation with staff, governors, pupils, and parents. The policy was written by the PSHE Subject Lead in accordance with current regulations and statutory guidance from the Department for Education (DfE) and supported by guidance included in the Kapow RSE & PSHE Scheme of Work. A draft was reviewed by staff and shared with parents, alongside updated curriculum information and the Kapow parent zone. Parents were encouraged to respond to the draft policy using a link to a google forms questionnaire.

Schools must proactively engage and consult parents when developing and reviewing their policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children. In our school, we fully embrace this approach by sharing this policy, alongside details of what is taught in the Kapow RSE & PSHE scheme of work. The comprehensive [Kapow Parent Zone](#) provides detailed information about how and what we teach in lessons, alongside how they can support their child's learning. Parents are invited to contact school if they have any other queries or questions.

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

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

3. Statutory and Legal 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



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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 Widmer End School, we deliver Relationships Education/RSE, as set out in this policy, in line with current statutory duties and requirements.

As a maintained school, we must provide Relationships & Sex Education to all pupils in line with the Children and Social Work Act 2017.

In teaching RSE in our school, we must have regard for guidance issued by the Secretary of State, as required by 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).

The Kapow Primary RSE & PSHE Scheme of Work provides a fully aligned programme showing how each statutory outcome is met, in their [statutory guidance document](#) on the school website.

4. Links to other policies

This policy reflects how we deliver Relationships Education/Relationships & Sex Education (RSE) in Widmer End School, as part of a whole-school approach to the subject. The following school policies also have links to our Relationships Education/RSE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours.



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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.
- Behaviour policy.
- Science policy.
- Curriculum policy.
- Global Learning policy.

5. Definition and aims of RSE

At Widmer End School, we believe that our pupils need to be educated in Relationships Education and Relationships & Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

Relationships Education

We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

This includes:

- families and people who care for me
- caring friendships
- respectful, kind relationships
- online safety and awareness.

Sex Education

We define Sex Education as the teaching of human reproduction. 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. Any non-statutory sex education content



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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.

In the Kapow Primary RSE&PSHE Scheme of Work, content relating to conception and consent is taught within Year 6 – Sex Education: How do people become parents and carers?

Puberty is taught as *statutory Health Education*, not Sex Education and is taught in Years 4 and 5.

We consider effective Relationships Education and RSE to be a vital part of the school approach to effective safeguarding. We believe Relationships Education and RSE are important for our pupils and our school because they help to keep everyone safe, happy and healthy.

The overarching aims of Relationships Education and Relationships & Sex Education (RSE) at our school are: The aims of RSE in our setting link closely to our school values of Unity, Trust, Courage, Curiosity, Respect and Kindness.

Relationships Education 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 Relationships Education 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).

6. Definition and aims of Health Education

The primary aim of Health Education within primary school PSHE (Personal, Social, Health and Economic Education) is to equip children with the knowledge, understanding, and skills to make informed, positive choices about their physical health, mental wellbeing, and personal safety. This includes:

- general wellbeing
- wellbeing online
- physical health and fitness
- healthy eating
- drugs, alcohol, tobacco and vaping
- health protection and prevention
- personal safety; basic first aid and developing bodies.



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Parent Right to Withdraw

Parents have the right to request withdrawal from non-statutory Sex Education lessons (in Year 6) only.

We will notify parents of upcoming conception lessons and provide the opportunity to discuss content before it is delivered.

7. Curriculum content and organisation

Our Relationships Education, Relationships & Sex Education (RSE) and Health Education 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 Relationships Education/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.

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 Widmer End School, we use the Kapow Primary RSE/PSHE scheme of work as the basis for our Relationships Education/RSE provision.

Our Relationships Education/RSE provision is mapped to the statutory requirements for Relationships Education 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.



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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.

For further information about our Relationships Education/RSE curriculum, see the curriculum overview in Appendix 2. Any non-statutory sex education content is clearly highlighted for reference.

8. Delivery of RSE

Our Relationships Education/RSE curriculum is delivered predominantly by teachers or other staff within our school from Years 1 to 6 and forms part of our timetabled PSHE education programme.

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 Primary 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.



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- 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 those 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 Relationships Education 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.

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, remind 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 question asked by pupils, they follow school safeguarding procedures.



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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 question asked by pupils, they follow school 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.

9. Inclusion and equality

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.

We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal



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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.

At Widmer End Community Combined School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships Education/Relationships & Sex Education (RSE).

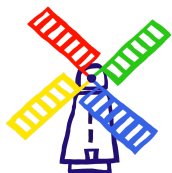
10. Safeguarding and confidentiality

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.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff 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.



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

11. 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 Widmer End School, 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 samples of materials during parent information events held in school, where appropriate. Parents who wish to view additional RSHE/PSHE teaching materials are asked to contact the school to arrange an appointment, during which the headteacher and/or subject lead 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
 - a. Parents and carers may request to view materials used in R(S)HE lessons, including those from external providers.
2. Offer multiple ways to view resources
 - a. Representative samples of lesson plans and teaching resources are shared during parent information sessions where these are held.



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- b. Additional materials can be viewed by appointment at school or via secure online access, where this is feasible.
- 3. Engage parents proactively
 - a. We may hold R(S)HE information sessions to explain the curriculum approach and answer questions.
 - b. Parents are informed of any significant changes to R(S)HE content and invited to share feedback.
- 4. Safeguarding and copyright considerations
 - a. While we aim to provide full transparency, some resources may be subject to copyright restrictions.
 - b. In these cases, parents are offered supervised viewing in school.
 - c. 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 discussing issues at Meet the Teacher as well as opportunities at Parent Forum once every term.

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 2), which clearly highlights any lessons where sex education is delivered and where the parental right of withdrawal applies. Currently, these sessions are delivered in the Year 6 unit 'Sex Education: How do people become parents and carers?'

Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education delivered as part of RSE.

In line with current DfE statutory guidance, there is **no parental right of withdrawal** from Relationships Education 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.



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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 contact the school or headteacher. Parents are 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 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.

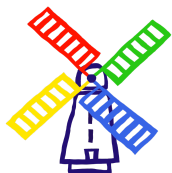
12. Roles and responsibilities

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.



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- 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.

13. Training and development

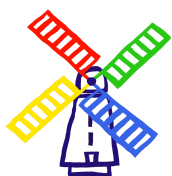
All staff must ensure that they are up to date with school policy and curriculum requirements regarding Relationships Education/Relationships & Sex Education (RSE). We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence 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 should be trained in safeguarding and offering support, recognising the increased possibility of disclosures. At Widmer End 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.

14. Monitoring and evaluation



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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.

Monitoring and evaluation may include:

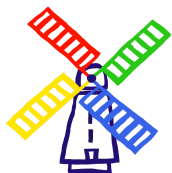
- Monitoring of planning.
- Lesson observations.
- Learning walks.
- Work scrutiny.
- Pupil voice activities.
- Staff feedback.
- Parent feedback and engagement.
- Surveys.
- Consideration of local or school level sources of data (for example, behaviour, health or safeguarding information).

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

The subject lead reports to the headteacher and governors and makes information available as requested. The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

The Senior Leadership Team oversees the implementation of the policy. Its impact is evaluated using feedback from pupils, staff and parents alongside lesson observations and pupil voice activities. The Governing Body reviews the policy annually.

15. Appendix One: Relationships Education, Relationships and Sex Education (RSE) and Health Education – DfE Guidance 2026



A full copy of the guidance can be found on the [gov.uk](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) website:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Summary of the primary curriculum content in the guidelines:

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

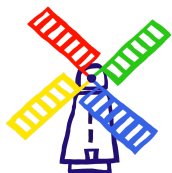
1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.



Caring friendships

Curriculum content:

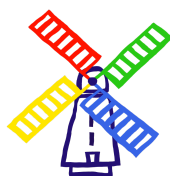
1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.



Respectful, kind relationships

Curriculum content:

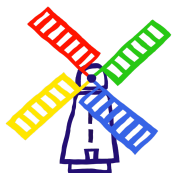
1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.



Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.



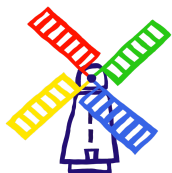
Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education (Primary)

30. Sex education is not compulsory in primary schools, but we recommend 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

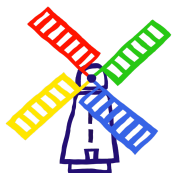


Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

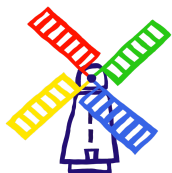
1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.



Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.



Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

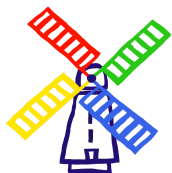
Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.



Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

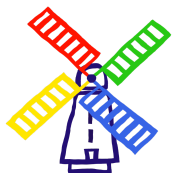
Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.



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Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

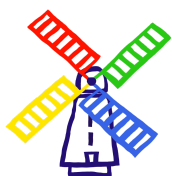
16. Appendix Two: Kapow Primary Curriculum overview

Kapow's new RSE & PSHE meets all the requirements of the statutory Relationships, Sex and Health Education (2025) set out by the DfE. It provides a clear, compliant curriculum that supports high-quality, progressive RSE & PSHE teaching and learning from EYFS to Year 6. Grounded in best practice and shaped by expert insight, Kapow RSE & PSHE builds understanding over time, ensuring learning is age-appropriate, inclusive and carefully sequenced.

Kapow RSE & PSHE is a carefully sequenced curriculum from EYFS to Year 6, to support teacher confidence as much as pupil learning. It follows a spiral curriculum model, where key concepts are revisited and deepened over time, ensuring learning is age-appropriate, meaningful and secure.

Lessons across Years 1 to 6 are organised into nine key areas:

- **My healthy self**
- **Connecting with others**
- **The online world**
- **Staying safe**
- **Health protection**
- **Growing up**
- **Citizenship** (*non-statutory at present; included in the forthcoming National Curriculum from September 2028*)



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RSE & PSHE Policy

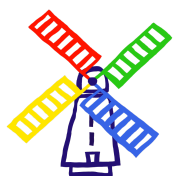
- **Sex education** (*non-statutory*)
- **First aid** (*non-statutory*)

Lessons in EYFS are organised into three key areas:

- **Self-regulation**
- **Building relationships**
- **Managing self**

The units covered in each year group are:

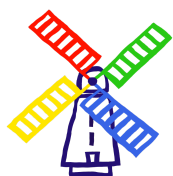
EYFS	
Autumn 1	Self-regulation: My feelings
Autumn 2	Building relationships: Special relationships
Spring 1	Managing self: Taking on challenges
Spring 2	Self-regulation: Listening and following instructions
Summer 1	Building relationships: My family and friends
Summer 2	Managing self: My wellbeing
Year 1	
Autumn 1	My healthy self: How can we look after our emotions?
Autumn 2	Connecting with others: How can I help myself and others feel happy and safe?
Spring 1	The online world: How do we spend time online?
Spring 2	Citizenship: How can I help others and the environment?
Summer 1	Health protection: How can I protect myself and others in daily life?
Summer 2	Staying safe: How can I stay safe?



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Year 2	
Autumn 1	My healthy self: How can we look after our bodies?
Autumn 2	Connecting with others: How can I build safe, kind and caring relationships with others?
Spring 1	The online world: How can we stay safe online?
Spring 2	Citizenship: How do people belong to a community and earn money?
Summer 1	Growing up: How can we look after and respect our bodies as we grow?
Summer 2	Staying safe: How can I make safe choices in different places?
Year 3	
Autumn 1	My healthy self: How can I take care of my mind and body?
Autumn 2	Connecting with others: What helps us feel safe and included?
Spring 1	The online world: How should we communicate online?
Spring 2	Citizenship: What rights and responsibilities do we have?
Summer 1	Health protection: How can we prevent illness and injury and respond if they happen?
Summer 2	Citizenship: What careers do people choose and why?
Year 4	
Autumn 1	My healthy self: How can I make healthy choices?
Autumn 2	Connecting with others: How can we respect each other?
Spring 1	The online world: How can we decide what to trust online?
Spring 2	Citizenship: How can I spend money responsibly?
Summer 1	Growing up: How will my body and emotions change as I grow up?
Summer 2	Staying safe: What signs help me recognise what is safe or unsafe?



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RSE & PSHE Policy

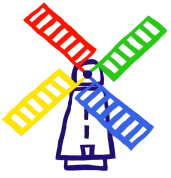
Year 5	
Autumn 1	My healthy self: How can I support my mind and body as I grow?
Autumn 2	Connecting with others: Why are healthy relationships important?
Spring 1	The online world: How am I influenced by what I see online?
Spring 2	Citizenship: How can we make a difference in our communities and beyond?
Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up?
Summer 2	Citizenship: How can we be in control of our money?
Year 6	
Autumn 1	My healthy self: How do my choices today shape my future health?
Autumn 2	Connecting with others: What does it mean to stand up for myself and others?
Spring 1	The online world: How do I feel about the things I see online?
Spring 2	Citizenship: How can we protect everyone's rights?
Summer 1	Staying safe: How can I stay safe as I grow up?
Summer 2	Sex education: How do people become parents and carers? (NON-STATUTORY)

Detailed information about how Kapow covers the statutory guidance can be found on the [RSE & PSHE page](#) on the school website.

If you require any further detail about the content of each unit in your child's year group, please contact their class teacher.

17. Appendix Two: Kapow Primary Parent Zone

Kapow Primary has a dedicated Parent Zone which is designed for parents and carers to:



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RSE & PSHE Policy

- Find answers to common questions about RSE & PSHE.
- Understand what is included in the Kapow Primary RSE & PSHE scheme.
- Learn about parents' rights in relation to RSE & PSHE, particularly around sex education.
- Understand the benefits of RSE & PSHE and how they can support your child's learning.

This can be accessed through this link:

<https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>