Amport CE (Aided)Primary School

COURAGE COMPASSION RESPECT

Relationships, Sex and Health Education Policy

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Relationships, Sex and Health Education (RSHE) Policy
Last reviewed July 2026

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Policy Development and Statutory Context

This policy applies to Amport CE (Aided) Primary School. It has been updated to meet the July 2025 Statutory Guidance for Relationships and Health Education, which all schools must implement by September 2026. The policy is informed by the diocese of Winchester and Portsmouth joint board of education and complies with the Equality Act 2010

In line with the Church of England Education Office, at Amport CE (Aided) Primary School, our faith-sensitive and inclusive approach to Relationships, Sex and Health Education (RSHE) is underpinned by the message;

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

Our School Vision and Values

Our vision is to nurture a supportive, forward-thinking community where everyone is valued for who they are. We are dedicated to inclusive lifelong learning and personalised education that respects individual starting points whilst allowing all children to flourish. By fostering courage compassion and respect we aim to develop global citizens who are empowered to make a meaningful difference to God's world.

Our curriculum is rooted in our vision and values of courage, compassion and respect. We aim to provide a "harm prevention approach" and a positive life-course intervention, helping pupils experience "life in all its fullness" (John 10:10). We adopt the "Pastoral Principles for Living Well Together," which guide us to:

- Acknowledge prejudice and address ignorance.
- Cast out fear and pay attention to power.

Curriculum Framework: Kapow Primary

Relationships, Sex and Health Education is an integral part of our PSHE curriculum. We believe that it is crucial in helping to prepare the children for their lives now, and in the future. Supporting them to form positive and healthy relationships and leading happy, healthy and safe lives.

We believe that our PSHE curriculum will promote the skills and attitudes to support children's understanding of themselves and others in a positive and safe environment. Children will be able to talk about their own feelings and choices whilst understanding respectfully the views and beliefs of others.

Amport CE (Aided) Primary School uses the Kapow Primary RSE & PSHE scheme. This curriculum is designed as a spiral curriculum, where key areas are revisited annually with increasing depth and maturity. These include;

My healthy self – learning how to look after mental and physical health and making choices that support wellbeing.
Connecting with others – learning to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
The online world – learning to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.
Citizenship – learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
Staying safe – learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
Growing up – learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.
Health protection – learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.

In EYFS RSHE and PSHE learning focuses on developing skills set out in the Early Years Framework for Personal, Social and Emotional development. These include:

Self-regulation – understanding feelings, managing emotions and beginning to control behaviour.
Managing self – developing independence, resilience, understanding rules and looking after personal needs.
Building relationships – learning to work and play with others, form friendships and show care for others.

All topics will be taught sensitively and with respect for the background and beliefs of all pupils and their families
We will ensure that the learning environment is safe and questions will be answered honestly and sensitively
Visitors/external agencies can support the delivery of Relationship Education, but will be required to follow the curriculum, policy and school protocol.

We aim to:

- Develop a culture of trust and understanding within the school
- Make mental wellbeing central to learning by encouraging the development of language to talk about their bodies, health and emotions
- Teach children how to make sense of the world around them, to develop the skills to express their own views and empower them to make their own informed decisions.
- Understand the visibility of different families and the diversity of society.
- Be appropriate to the age, physical and emotional maturity of the children, building knowledge to enable children to make informed decisions about their wellbeing, health and relationships and make sound decisions in real-life situations.
- Be supported by the wider National Curriculum and Science curriculum when teaching about relationships and health.
- Promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society, including Christian and British Values
- Teach children how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- In KS1 and KS2, part of the RSE programme will be delivered through the National Curriculum Programme of Study for science, which covers life processes, including life cycles and reproduction in mammals.
- Years 5 and 6 will also look at puberty, how babies are made and how babies are born.

We aim to support all pupils wellbeing in the following areas;

Confidence – helping pupils understand emotions, recognise strengths and express themselves, benefiting them in school and daily life.
Self-regulation – developing strategies to manage behaviour and respond to challenges by learning about emotions, choices and consequences.
Relationships – teaching about friendships, communication and conflict resolution to build stronger, more respectful relationships.
Empathy – encouraging understanding of different perspectives and experiences.
Respect – contributing to a positive, respectful environment and helping pupils recognise the impact of their words and actions.

In line with our child protection and safeguarding policies, children are actively taught to recognise and to report abuse, including emotional, physical and sexual abuse. Our PSHE curriculum provides opportunities for children to learn about boundaries and privacy, ensuring they understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. We teach children that they can always talk to a trusted adult and that if they are worried about anything it is important that they do talk to someone, so that we can help and support them.

New Content for a Changing World

The updated 2025 guidance introduces several important topics to help keep our children safe. Key additions to the primary phase include:
Mental Health: Factual teaching on loneliness, grief, and bereavement.
Online Safety: Identifying risks from AI-generated deepfakes, harmful influencers, and the impact of excessive screen time.
Personal Safety: Recognising hazards around roads, railways (including level crossings), and water. Staying safe in public spaces and assessing risk

Health Protection: Understanding the risks of vaping and nicotine products

Respect and violence Prevention: Addressing misogyny and violence against women and girls in age-appropriate ways

Pedagogy and Oracy

A key feature of our curriculum is Oracy. We provide pupils with opportunities for "exploratory talk" to think aloud, question, and collaboratively build ideas. Pupils develop these skills through role-play, group discussions, and explaining choices using key vocabulary.

Parental Transparency and Openness

We aim to work in partnership with parents and carers in all aspects of school life, including RSHE. Relationships Education and the wider PSHE is strongest when there is communication and collaboration between school and home and the school is committed to working with families and children. Parents will be informed when Sex Education is taking place and they have the right to view any materials that will be used.

We maintain a policy of full transparency with parents.
Access to Materials: Parents are entitled to view all curriculum materials used to teach RSHE on request.
Method of Sharing: While copyright law affects how materials are shared, it will not be used to refuse a request to view them.
External Providers: We will not enter contractual restrictions that prevent us from sharing a visitor's materials with parents.
Notification: We will proactively engage parents during policy reviews and notify them of any "shifts away" from the published curriculum.

Faith, Equality, and Gender

Marriage: We teach that marriage and civil partnerships represent a formal and legally recognised commitment intended to be lifelong.
Biological Sex and Gender: We follow a factual approach regarding biological sex and gender reassignment. We do not teach as fact contested views.
Diversity: Same-sex relationships and parenting are acknowledged as a fact of life. LGBTQ+ content is fully integrated into the program rather than delivered as a standalone unit.
Bullying: We use the "Flourishing for All" (April 2025) guidance to tackle homophobic, biphobic, and transphobic bullying.

Right of Withdrawal

No Right of Withdrawal: Parents cannot withdraw children from Relationships Education, Health Education, or the National Science Curriculum (including puberty and reproduction).

Year 6 Sex Education: Parents have the right to withdraw their child from the non-statutory Year 6 unit (conception and birth). This request will be automatically granted by the Headteacher in primary schools.

Assessment

PSHE education covers issues and areas of life which children and young people will be affected by in different ways and at different times. As such we cannot make any assumptions based on pupils' age or year group about their existing knowledge, understanding, attributes, skills, strategies, beliefs and attitudes. So to assess learning and progress effectively, we will carry out a baseline assessment before teaching anything new. At the end of the lesson or series of lessons, pupils will have opportunities to demonstrate the progress they have made from their starting point.

SEND: We ensure teaching is accessible for pupils with Special Educational Needs and Disabilities, recognising they may be more vulnerable to abuse or bullying.
Adaptive Curriculum: We distinguish between the scheduled curriculum and context-driven changes adapting the taught content to reflect the reality of the school community.

Evaluation and monitoring

The Governing Body are responsible for reviewing and ratifying this policy annually.
The Governing Body will work in conjunction with the Headteacher to review, reflect and evaluate the teaching and learning of RSHE through monitoring activities such as learning walks, observations, conversations and children's work.
The Headteacher is responsible for ensuring the sex relationships and health education programme is delivered according to this policy.
The PSHE Leader is responsible for monitoring provision and outcomes of PSHE in line with the long term curriculum map.
The class teachers are responsible for teaching the content identified on the medium term plans in line with this policy.

I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)