



## Relationship, Sex and Health Education

| <u>Approved by</u> <sup>1</sup>            |                                                                                     |                    |   |
|--------------------------------------------|-------------------------------------------------------------------------------------|--------------------|---|
| <u>Name:</u>                               | Kirsty Fox                                                                          |                    |   |
| <u>Position:</u>                           | Head teacher                                                                        |                    |   |
| <u>Signed:</u>                             |  |                    |   |
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# Relationship, Sex and Health Education (RSHE)

## Intent

At Great Corby School and Nursery, we encourage each child to become a successful lifelong learner by igniting curiosity, developing a love of learning and encouraging high aspirations.

Our whole-school Relationships, Sex and Health Education (RSHE) curriculum is delivered through the **Kapow Primary** scheme of work. Kapow provides a progressive and age-appropriate programme covering relationships, physical health and mental wellbeing, safety, citizenship and economic wellbeing. The curriculum supports children to develop the knowledge, skills and attributes they need to thrive now and in the future.

RSHE provides pupils with the knowledge, skills and understanding they need to manage their lives safely, confidently and successfully. These skills help pupils stay healthy, build positive relationships, keep themselves safe and prepare for life in modern Britain.

In line with statutory guidance, our curriculum:

- teaches the correct age-appropriate anatomical vocabulary;
- presents biological facts accurately;
- equips pupils with the knowledge and skills to stay safe online;
- helps children recognise inappropriate, unsafe or harmful behaviours;
- promotes respect, kindness and inclusion;
- develops understanding of diverse families and relationships;
- promotes positive mental health and emotional wellbeing;
- teaches children how and where to seek help if they are worried.

We aim to provide a curriculum that is broad, balanced and inclusive, promoting pupils' spiritual, moral, social, cultural, mental and physical development and preparing them for the opportunities, responsibilities and experiences of later life.

# Statutory Framework

This policy reflects the requirements of:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance;
- Keeping Children Safe in Education (KCSIE);
- Working Together to Safeguard Children;
- Equality Act 2010;
- SEND Code of Practice;
- The National Curriculum.

The school will ensure that RSHE is delivered in an inclusive, age-appropriate and accessible way while meeting statutory requirements and safeguarding responsibilities.

## Implementation

RSHE is taught through planned lessons across Nursery to Year 6 using the **Kapow Primary** scheme.

The curriculum has been carefully sequenced to ensure progression in knowledge and skills, enabling pupils to revisit and build upon prior learning as they move through school.

Teachers use a range of approaches including:

- discussion and questioning;
- story-based learning;
- role play;
- exploration of scenarios;
- collaborative activities;
- reflection and pupil voice opportunities.

Through the curriculum, pupils learn about:

- healthy and respectful relationships;
- family life;
- friendships;
- personal safety;
- consent and boundaries;
- physical and mental wellbeing;
- online safety;
- citizenship and responsibilities;
- preparing for change and growing up.

Mental health and wellbeing are woven throughout the curriculum and reinforced through wider school practice, including ELSA support, wellbeing activities and pastoral care. Children

are encouraged to identify and manage emotions, build resilience and seek support when needed.

Where children require additional support, interventions may be provided through ELSA sessions, targeted nurture provision, pastoral support, adapted classroom approaches and external agency involvement where appropriate.

## **SEND and Inclusion**

Great Corby School and Nursery is committed to ensuring that RSHE is accessible to all pupils.

Teaching will be appropriately adapted to meet the needs of pupils with SEND, including neurodivergent pupils and those with social, emotional and mental health needs.

Lessons are carefully planned to ensure that all pupils can:

- access learning;
- participate confidently;
- develop understanding at an appropriate level;
- build knowledge progressively.

The curriculum promotes equality, diversity, inclusion and respect for all members of the school community.

## **Safeguarding**

RSHE makes a significant contribution to safeguarding by helping children understand:

- healthy relationships;
- personal boundaries;
- body privacy;
- consent;
- online safety;
- trusted adults;
- how to seek help.

Teachers recognise that RSHE lessons may lead to safeguarding disclosures.

While staff will create a safe and supportive environment for discussion, children will be reminded that adults cannot guarantee confidentiality if a child is at risk of harm.

Any safeguarding concerns or disclosures arising from RSHE lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy and reported to the Designated Safeguarding Lead (DSL) without delay.

# Parental Engagement

Parents and carers play a vital role in supporting children's understanding of relationships, health and wellbeing.

The school is committed to working in partnership with families and seeks to provide transparent information about curriculum content and delivery.

Parents and carers are encouraged to:

- discuss learning with their child;
- attend information sessions where appropriate;
- review curriculum information available through the school website;
- contact school should they have any questions or concerns.

Teaching materials can be made available for review upon request.

## Right to Withdraw

Relationships Education and Health Education are statutory subjects and parents do not have the right to withdraw their child from these elements of the curriculum.

Parents do have the right to request withdrawal from any non-statutory sex education content taught in primary school beyond the National Curriculum for Science.

Requests should be made in writing to the Headteacher. The Headteacher will meet with parents to discuss the curriculum content and the implications of withdrawal before making arrangements where appropriate.

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## Impact

At Great Corby School and Nursery, the development of the whole child is at the heart of our practice.

Pupils develop the knowledge and skills needed to:

- form positive relationships;
- understand and manage their emotions;
- make informed decisions;
- stay safe online and offline;
- respect themselves and others;

- contribute positively to their community.

Children increasingly demonstrate resilience, empathy and confidence when discussing relationships, wellbeing and personal safety.

By the time pupils leave Great Corby School and Nursery, they are prepared for the next stage of education as reflective, respectful and responsible young people who understand how to keep themselves safe and healthy and how to build positive relationships with others.

# Appendix 1: Curriculum Overview

## EYFS

- Self-Regulation
- Managing Self
- Building Relationships

## Key Stage 1

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

## Key Stage 2

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

Learning is progressive, ensuring that knowledge and skills are revisited and developed throughout the primary phase.

# Appendix 2: Safeguarding and Confidentiality

Children are encouraged to participate openly and respectfully in RSHE lessons.

Ground rules are established to ensure discussion takes place in a safe and supportive environment.

Staff will:

- encourage questions;
- provide factual, age-appropriate information;
- challenge misinformation;
- respond sensitively to pupil contributions.

Staff will not promise confidentiality.

Any disclosure indicating that a child may be at risk of harm will be reported immediately to the Designated Safeguarding Lead in line with safeguarding procedures.

## **Appendix 3: Withdrawal from Sex Education**

Parents cannot withdraw children from:

- Relationships Education;
- Health Education;
- National Curriculum Science.

Parents may request withdrawal from any non-statutory sex education content taught beyond these statutory requirements.

Requests should be submitted in writing to the Headteacher.

The school will work constructively with parents to ensure they understand the content being taught before making a final decision.

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## **Appendix 4: Vocabulary Progression**

Pupils will be taught appropriate vocabulary progressively throughout their primary education.

This may include:

### **EYFS and Key Stage 1**

- body parts
- personal space
- feelings and emotions
- trusted adults
- friendship

### **Lower Key Stage 2**

- relationships
- personal boundaries
- consent
- wellbeing
- online safety

## **Upper Key Stage 2**

- puberty
- reproduction
- physical and emotional changes
- positive relationships
- healthy lifestyles
- online risks and safety

Vocabulary will always be taught in an age-appropriate and sensitive manner.

# **Appendix 5: Sources of Support**

## **In School**

- Class Teacher
- Teaching Assistants
- ELSA
- SENCO
- Designated Safeguarding Lead
- Senior Mental Health Lead
- Headteacher

## **Local Services**

- GP
- School Nursing Service
- Early Help Services
- Educational Psychology
- CAMHS
- Children's Social Care

## **National Organisations**

- Childline
- NSPCC
- YoungMinds
- Mind
- Anna Freud Centre
- Papyrus

Children, parents and carers are encouraged to seek support as early as possible if concerns arise regarding emotional wellbeing, relationships, safety or mental health.