



“You will shine among them like stars lighting up the sky.” (Philippians 2:15-16)

KIRKBY & GREAT BROUGHTON CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL

Relationships Health & Sex Education (RHSE) Policy (including PSHE)

2026-7

At Kirkby & Great Broughton Church of England Primary School, our RSHE provision is rooted in our Christian vision:

“Shine among them like stars lighting up the sky”
(Philippians 2:15)

This vision calls us to enable every child to flourish as a unique individual, reflecting God’s love in the way they live, learn and relate to others. Through RSHE, we seek to help pupils shine brightly by developing healthy relationships, strong moral character, resilience and respect for themselves and others.

As a Church of England school, our approach is shaped by Christian values including love, dignity, respect, kindness, honesty and courage. We believe that every child is made in the image of God, is uniquely loved, and deserving of dignity and care.

Our RSHE provision reflects the Church of England’s guidance *Valuing All God’s Children*, which affirms that schools should be places where:

- every child is welcomed and valued
- difference is respected
- identity, wellbeing and safety are nurtured
- discrimination and bullying are challenged
- all children are helped to flourish in body, mind and spirit

Policy statement

This policy sets out how Kirkby & Great Broughton CE Primary School delivers Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) to support pupils’ personal development, wellbeing and safeguarding, in line with statutory requirements and our Christian ethos.

We are committed to delivering RSHE in a safe, inclusive, age-appropriate and developmentally appropriate way, enabling pupils to grow into confident, compassionate and responsible members of society.

Statutory context

This policy is informed by the Department for Education statutory guidance:

Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025 – statutory from September 2026).

In line with legislation:

- Relationships Education is compulsory for all primary pupils
- Health Education is compulsory in state-funded primary schools
- Sex Education is not compulsory in primary schools but is taught at this school in Years 5 and 6

Aims of RSHE

RSHE at Kirkby & Great Broughton CE Primary School aims to:

- support pupils to shine like stars by developing confidence, self-worth and moral character
- promote healthy, respectful and loving relationships
- help pupils understand how to keep themselves and others safe
- promote physical, emotional, mental and spiritual wellbeing
- teach respect for difference and commitment to equality and dignity
- prepare pupils for the next stage of life with wisdom, kindness and resilience

Curriculum overview

Relationships Education (statutory)

Pupils are taught:

- that families are built on love, care and commitment
- how to form and sustain kind, respectful friendships
- how to manage feelings and resolve conflict peacefully
- what bullying is (including online bullying) and how to get help
- how to use the internet safely and responsibly
- how to recognise unsafe situations and seek trusted support

Teaching reflects a variety of family structures and lived experiences, in line with our Christian belief in the dignity of every person.

Personal Social and Health Education (statutory)

Pupils learn about:

- physical health and mental wellbeing
- emotional literacy and resilience
- healthy lifestyles (including sleep, nutrition and activity)

- online wellbeing and balance
- personal safety and basic first aid
- growing and changing bodies, including puberty from Y5
- As part of health education and safeguarding, pupils are taught the correct scientific names for body parts in an age-appropriate and sensitive manner. This supports pupils' understanding of their bodies, personal boundaries and the language needed to keep themselves safe, in line with statutory guidance.
- Teaching encourages pupils to care for themselves and to look after one another.
- **NSPCC PANTS Campaign**
 - supporting safeguarding and body safetywww.nspcc.org.uk
- As part of statutory Health Education, pupils are taught about medicines, alcohol, tobacco and vaping in an age-appropriate and factual way. Teaching focuses on keeping safe, understanding that some substances can be harmful to health, and knowing how to seek help from trusted adults. This supports pupils to make healthy choices and aligns with statutory guidance and the school's Christian commitment to caring for ourselves and others.
- As part of statutory Health Education, pupils are taught about mental health and emotional wellbeing in an age-appropriate and supportive way. This includes recognising and talking about a range of emotions, understanding that feelings such as worry or sadness are normal, developing strategies for self-care and resilience, and knowing how and when to seek help from trusted adults. This reflects the school's Christian commitment to nurturing the whole child and enabling all pupils to flourish.

Teaching about the law

As part of RSHE, pupils are taught about relevant aspects of the law in a factual, clear and age-appropriate way so that they understand their rights and responsibilities as they grow.

This includes learning, where appropriate:

- rules and expectations that keep people safe
- boundaries and consent (at an age-appropriate level)
- online safety, including sharing information and images
- how to seek help from trusted adults and services

Teaching about the law is delivered without promoting any particular viewpoint and respects the school's Christian ethos and the diverse beliefs of families.

Sex Education (Year 6) None Statutory

Sex education is taught:

- in a factual, sensitive and age appropriate way
- within the context of relationships, respect and wellbeing
- alongside and complementary to the science curriculum

It includes teaching about:

- puberty and physical change
- human reproduction
- understanding and respecting bodily boundaries

Parents' right to request withdrawal from sex education

At Kirkby & Great Broughton Church of England Primary School, parents have the statutory right to request that their child is withdrawn from some or all of sex education, as defined within Relationships and Sex Education (RSE). Parents will be informed prior to Sex Education taking place.

- Sex education refers only to content outside the statutory Relationships Education and Health Education curriculum.
- Parents cannot withdraw their child from Relationships or Health Education, or from any content taught within the science curriculum.

In line with statutory guidance:

- In primary school, the headteacher will automatically agree a parent's request for withdrawal from sex education.
- Before confirming withdrawal, it is good practice for the headteacher to meet with parents to discuss the content, the purpose of the curriculum and the potential impact of withdrawal, ensuring decisions are fully informed.
- A written record of discussions and withdrawal agreements will be kept.

Where a pupil is withdrawn from sex education lessons:

- The school will ensure that the pupil is provided with appropriate, purposeful education during the period of withdrawal.
- This alternative provision will be supervised and suitable for the pupil's age and needs.

Parents are encouraged to work in partnership with the school so that pupils receive consistent messages aligned with the school's Christian values of care, respect and dignity.

Teaching resources

Relationships & Health Education

The school uses SCARF (Safety, Caring, Achievement, Resilience, Friendship) as its core Relationships and Health Education programme.

SCARF:

- is fully aligned with statutory RSHE guidance
- supports a whole-school approach to wellbeing and safeguarding

- reflects values consistent with our Christian ethos
- promotes dignity, respect and positive relationships

Sex Education resources

For sex education, the school uses the following carefully selected, age-appropriate resources:

- **Goodness & Mercy – RSHE for Church of England Schools**
(Diocese of Bristol RSHE Resources)
Goodness & Mercy – RSHE for Church of England Schools (Consent)
- **Busy Bodies: Adolescent Development** (Vimeo)
- **Busy Bodies Adolescent Development Resources**
www.sexualwellbeing.ie

These resources are consistent with Church of England guidance, promote safeguarding, dignity and wellbeing, and are used sensitively and professionally.

Teaching approach

RSHE is delivered:

- in a safe, trusting and respectful environment
- with clear ground rules and age-appropriate language
- by trained staff who understand safeguarding responsibilities
- using adaptive teaching to meet the needs of all pupils, including SEND
- in a way that is affirming, preventative and hopeful
- Pupils are encouraged to ask questions, reflect thoughtfully and develop moral understanding.
- RSHE is taught in a way that is accessible to all pupils, including those with special educational needs and disabilities (SEND). Teaching is adapted where appropriate to meet individual needs, using clear language, repetition, visual support and additional scaffolding. This ensures that all pupils are supported to understand relationships, boundaries, wellbeing and safeguarding, recognising that some pupils with SEND may be more vulnerable and may require additional support to keep themselves safe.

Inclusion and equality

In line with the Equality Act 2010 and *Valuing All God's Children*, RSHE:

- affirms the dignity and worth of every child
- challenges prejudice and discrimination
- avoids stereotypes
- promotes respect for difference and shared humanity
- ensures access for all pupils, including those with SEND

Working with parents and carers

We believe parents are key partners in RSHE.

- Parents are consulted when this policy is reviewed
- Curriculum content and resources are available to view on request
- Parents may request withdrawal from sex education only
- Parents cannot withdraw children from Relationships or Health Education

Requests for withdrawal are discussed sensitively with the headteacher.

Safeguarding

RSHE plays an important role in safeguarding.

- Staff follow Keeping Children Safe in Education
- Pupils are taught how and where to seek help
- Disclosures are handled in line with school safeguarding procedures
- External providers are briefed on safeguarding expectations

Managing difficult or sensitive questions from pupils

Pupils may ask questions during RSHE lessons that:

- go beyond the planned curriculum content
- relate to sex education from which some pupils may have been withdrawn
- raise personal, sensitive or safeguarding concerns

In line with statutory guidance and safeguarding expectations:

- Teachers will respond in a calm, respectful and age-appropriate manner.
- Where a question is not appropriate to answer in a whole-class setting, the pupil will be encouraged to speak privately to a trusted adult.
- Teachers will not provide information that is inappropriate for the age or developmental stage of the pupil.
- Pupils may be signposted to speak to their parent or carer, or to a trusted adult in school.

Staff are trained to recognise when a question or comment may indicate a safeguarding concern, in which case the school's safeguarding procedures will be followed immediately.

Monitoring, evaluation and impact

The effectiveness of RSHE at Kirkby & Great Broughton Church of England Primary School is monitored and evaluated to ensure statutory compliance and high-quality provision.

This includes:

- review of curriculum planning to ensure full coverage and progression
- lesson observations and learning walks

- pupil voice activities to gather pupils' understanding and experiences
- staff feedback and training needs
- review of safeguarding records and themes (where appropriate)

Evaluation outcomes are used to:

- inform curriculum development
- improve teaching and resources
- ensure RSHE continues to support pupils' wellbeing, safety and personal development

The governing body receives updates to support its responsibility for curriculum oversight and the school's Christian ethos.

Roles and responsibilities

- **Governing Body** – statutory compliance and Christian ethos
- **Headteacher** – overall leadership of RSHE
- **RSHE / PSHE Lead** – curriculum leadership and staff support
- **All staff** – delivery and safeguarding responsibility

Church School Distinctiveness

As a Church school, we:

- Root teaching in the belief that all are made in God's image
- Promote dignity, respect, forgiveness and compassion
- Distinguish between:
 - Facts (law, biology, safeguarding knowledge)
 - Beliefs and values (Christian teaching)

We ensure pupils can:

- Understand different viewpoints
- Develop their own informed moral framework

Policy review

This policy will be reviewed:

- every three years or sooner if guidance changes
- in consultation with staff, parents and governors
- and published on the school website

Date of Policy:	Approved by:	
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Annex 1 Progression Document



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Changing bodies and puberty Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Body changes during puberty Coping with changes Keeping safe Body Image Sex education Self-esteem