Brooke Primary Academy

Relationships, Sex and Health Education (RSHE) Policy

1	Summary	Relationships and sex education (RSE) and health education			
2	Responsible person	Vikki Watson			
3	Accountable SLT member	Vikki Watson			
4	Applies to	☐All staff ☒Support staff ☒Teaching staff			
5	Who has overseen development of this policy	Vikki Watson			
6	Who has been consulted and recommended policy for approval	SLT			
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Contents

Policy Overview and Statutory Context 3
Definition and Scope of RSHE....3
Curriculum Organisation and Delivery 5
Inclusion, SEND and Equality....5
Safeguarding and Safe Learning Environment....6
Roles, Responsibilities and Staff Training 6
Parental Engagement and Communication 7
Monitoring, Evaluation and Review 7

Policy Overview and Statutory Context

At Brooke Primary Academy, we recognise that high-quality Relationships, Sex and Health Education (RSHE) is essential to pupils' personal development, wellbeing, and safety. RSHE supports children to develop the knowledge, skills, and attitudes they need to form positive relationships, manage emotions, stay healthy, and make informed decisions as they grow.

This policy sets out the school's approach to RSHE in line with statutory guidance and reflects our commitment to safeguarding, inclusion, and promoting pupils' physical and mental wellbeing.

This policy has been developed in accordance with:

- The Children and Social Work Act 2017
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance (DfE)
- Keeping Children Safe in Education
- The Equality Act 2010

In primary schools:

- Relationships Education is statutory
- Health and Wellbeing Education is statutory

Sex Education is not statutory beyond the National Curriculum for Science. Where the school chooses to teach additional sex education, this is non-statutory.

Definition and Scope of RSHE

RSHE is made up of three interrelated components.

Relationships Education (Statutory)

The curriculum also supports pupils to understand kindness, respect, honesty and truthfulness; privacy and personal boundaries; permission-seeking; how to recognise inappropriate or unsafe contact; how to seek help; and the responsibilities of bystanders when they witness bullying or unkind behaviour.
Relationships Education also includes age-appropriate teaching about bullying and cyberbullying, the impact of bullying, how to seek help, and how bystanders can support others. Pupils are supported to recognise and challenge unfair or harmful stereotypes, prejudice, sexism and disrespectful behaviour.

Relationships Education supports pupils to develop healthy, respectful relationships. This includes learning about:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe, including personal privacy, boundaries, permission-seeking, recognising appropriate, inappropriate and unsafe contact, and knowing how to seek help

Health and Wellbeing Education (Statutory)

Health Education supports pupils to understand how to maintain their physical and mental wellbeing. Health Education also supports pupils to develop knowledge and skills relating to mental wellbeing, managing emotions, self-care, personal hygiene, puberty and the physical and emotional changes associated with growing up. 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
- Developing bodies

Sex Education (Non-Statutory)
At Brooke Primary Academy, any sex education taught beyond the statutory National Curriculum for Science is limited to age-appropriate content identified in the school's RSHE curriculum map. The school will clearly identify to parents and carers which elements are non-statutory sex education and will provide information about the content before it is taught.
Sex Education, where taught beyond the statutory science curriculum, is:

- Carefully planned and age-appropriate
- Delivered sensitively and inclusively
- Clearly communicated to parents and carers

Additional sex education does not include explicit teaching about sexual activity. Parents and carers have the right to withdraw their child from non-statutory sex education. The school does not teach explicit sexual activity as part of primary sex education. Teaching is age-appropriate, sensitive and focused on pupils' safety, wellbeing, healthy relationships and preparation for puberty and growing up.

Curriculum Organisation and Delivery

RSHE is taught as part of the school's planned PSHE curriculum and is delivered regularly across the academic year. Lessons are taught by class teachers and are timetabled within the school week, ensuring consistent and age-appropriate coverage for all pupils.

RSHE is delivered using the Kapow Primary programme, which:

- Meets statutory Relationships and Health Education requirements
- Provides a progressive, story-led curriculum
- Supports curriculum sequencing and progression
- Includes teacher guidance and assessment opportunities

RSHE is taught regularly and reinforced through cross-curricular links, including:

- Science (statutory elements)
- Computing (online safety)
- Assemblies and whole-school themes

Teachers may adapt sequencing or revisit content in response to emerging pupil needs, such as safeguarding concerns or wellbeing issues.
Where RSHE content is delivered through Science, the statutory Science curriculum requirements apply. Where content is additional sex education beyond Science, it will be identified in the curriculum map and the parental withdrawal arrangements in this policy will apply.

Inclusion, SEND and Equality

RSHE is delivered in line with the Equality Act 2010 and promotes respect for difference and diversity. Teaching is inclusive and reflects the needs of all pupils. When planning and delivering RSHE, the school will have regard to pupils' age, developmental stage, religious and cultural backgrounds and individual needs. Teaching will remain respectful, inclusive and appropriate.
Staff will consider the increased vulnerability of some pupils with SEND to exploitation, bullying and abuse and will adapt teaching and support accordingly. Reasonable adjustments will be made so that all pupils can access RSHE learning.
For pupils with special educational needs or disabilities (SEND), RSHE is adapted to ensure accessibility by:

- Using clear and consistent language and visuals
- Breaking learning into smaller steps
- Providing additional scaffolding or repetition
- Considering pupils' emotional and developmental needs

Safeguarding and Safe Learning Environment

RSHE is delivered within a safe, supportive, and respectful learning environment where pupils feel able to participate and ask questions appropriately.

To support this:

- Ground rules are agreed with pupils at the start of RSHE lessons to promote respect, confidentiality, and appropriate discussion
- Correct and age-appropriate terminology is used sensitively by staff
- Teaching approaches such as distancing techniques are used where appropriate, allowing scenarios and examples to be discussed without personalising experiences
- Opportunities are provided for pupils to ask questions in a range of ways, including anonymous question boxes or written questions, to reduce pressure and support pupil confidence
- Personal disclosures are not encouraged during lessons, and pupils are reminded that sensitive concerns should be shared with a trusted adult
- Pupils are signposted to trusted adults and support systems within the school for further help or discussion

Pupils are informed that staff cannot promise confidentiality where a concern relates to their safety or the safety of another person. Any disclosure or safeguarding concern will be shared only with those who need to know and managed in accordance with the school's safeguarding procedures.

All RSHE teaching is underpinned by the school's safeguarding procedures. Any disclosures or concerns arising from RSHE lessons are handled in line with the Safeguarding and Child Protection Policy.

Roles, Responsibilities and Staff Training

Leadership and Governance

- The Principal has overall responsibility for RSHE provision
- The Governing Body approves this policy and monitors its implementation
- The PSHE/RSHE Lead oversees curriculum planning, progression, and staff support

Teaching and Support Staff

All staff should understand the school's expectations around RSHE, including how to respond appropriately to sensitive questions, disclosures and safeguarding concerns arising from RSHE teaching.
Staff delivering RSHE:

- Follow the agreed curriculum
- Create a safe and respectful learning environment
- Respond appropriately to pupil questions and disclosures

Staff Training

Staff involved in the delivery of RSHE receive appropriate training and ongoing support to ensure confidence, consistency, and safeguarding compliance. This includes induction support, access to guidance and resources, and updates linked to statutory changes or

emerging pupil needs. This includes understanding how to respond to sensitive questions, disclosures and safeguarding concerns arising from RSHE teaching.

Parental Engagement and Communication

We value open and transparent communication with parents and carers and recognise the important role they play in supporting their child's RSHE learning. The school works in partnership with parents and carers to ensure RSHE is delivered in a clear, sensitive, and age-appropriate way.

Parents and carers will be consulted as part of the development and review of this policy, in line with statutory requirements. Parents and carers of pupils in the final year of primary school will be provided with information about the detailed content of any non-statutory sex education before it is taught.

The school will:

- inform parents and carers about the RSHE curriculum, including the themes covered and how learning is delivered
- provide opportunities for parents and carers to view RSHE curriculum content
- respond to questions, feedback, or concerns in a timely, respectful, and supportive manner
- offer discussion with appropriate members of staff where further clarification or reassurance is needed

Parents and carers have the right to request withdrawal of their child from non-statutory sex education taught beyond the National Curriculum for science. There is no right of withdrawal from Relationships Education or Health Education. Any requests for withdrawal are managed sensitively, in line with statutory guidance, and in discussion with parents or carers to ensure the child's wellbeing and educational needs remain central.

For primary pupils, a request to withdraw from non-statutory sex education will normally be granted by the Principal. Where a pupil is withdrawn, the school will provide appropriate and purposeful education during the period of withdrawal.

Monitoring, Evaluation and Review

RSHE is monitored and evaluated to ensure it remains effective, relevant, and responsive to pupils' needs. Monitoring focuses on the quality of provision, pupil understanding, and the impact of learning over time.

This includes:

- **Pupil voice**, gathered through discussion, reflection activities, and feedback, to understand pupils' experiences, confidence, and understanding of RSHE themes. Pupil voice is used to inform curriculum development and ensure learning reflects pupils' needs and lived experiences.

- **Assessment and progress tracking**, using age-appropriate, non-judgemental methods such as discussion outcomes, written reflections, and teacher observations.

Assessment information is used to identify strengths, gaps in understanding, and areas requiring reinforcement.

- **Teacher reflection**, where staff review lesson delivery and pupil responses to inform future planning and adapt teaching where necessary.

- **Leadership monitoring**, including curriculum reviews, lesson visits where appropriate, and scrutiny of planning and assessment information to ensure consistency, progression, and statutory coverage across the school.

Monitoring and evaluation of RSHE takes place on a planned and regular basis and is led by the PSHE/RSHE Lead, with oversight from senior leaders. Findings from monitoring activities are used to inform curriculum review, staff training, and future planning, ensuring continuous improvement.
Monitoring will also check statutory coverage, age and developmental appropriateness, accessibility for pupils with SEND, and the effectiveness of parental communication and consultation.

Links to Other Policies

This policy should be read alongside the following:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Online Safety Policy
- Equality Policy
- SEND Policy
- Anti-Bullying Policy

This RSHE policy has been developed by the school's senior leadership team in consultation with the PSHE/RSHE Lead and with reference to statutory guidance and safeguarding requirements. Where appropriate, the views of staff, parents and carers, and pupils have been considered to inform the content of the policy.

The policy is reviewed annually, or sooner if statutory guidance or local circumstances change.

As part of the review process, the school will:

- review updates to statutory RSHE guidance and related safeguarding documentation
- consider feedback from pupils through pupil voice activities
- seek feedback from staff involved in the delivery of RSHE
- provide parents and carers with opportunities to view the policy and submit feedback, in line with consultation requirements
- make amendments where necessary to ensure the policy remains relevant, compliant, and responsive to pupils' needs

Appendices

- Appendix 1: Curriculum Map RSE & PSHE curriculum information
  The curriculum map identifies statutory Relationships Education and Health Education content, statutory Science content relating to relationships and human development, and any additional non-statutory sex education content.
- Appendix 2: Parent/ Carer Information