Huby C of E Primary School

RSE/PSHE Policy

Shining Together Through Courage, Connection and Curiosity.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

Approved by:	**Full Governing Body**	**Date: December 2026**
Last reviewed on:		
Next review due on or by:	**December 2028**	

1. Purpose, vision and ethos

At Huby Church of England Primary School, RSHE and personal, social, health and economic (PSHE) education help every child flourish academically, socially, emotionally and spiritually. We equip pupils with the knowledge and confidence to build positive relationships, stay safe, care for their health, respect others and seek help. Our teaching is inclusive, age-appropriate, factual and sensitive to the backgrounds of pupils and their families.

- Courage: recognising risk, expressing boundaries, seeking help and making informed choices.
- Connection: building caring friendships, respecting differences and contributing positively to our community.
- Curiosity: asking thoughtful questions, understanding physical and emotional changes and evaluating information critically.

Our Christian character shapes an ethos of dignity, kindness and compassion. Where a Christian perspective is explored, it is identified as a faith perspective; statutory facts and the law are taught accurately, with respect for other beliefs and for the Equality Act 2010.

2. Legal framework and scope

This policy has regard to the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the Department for Education statutory guidance published July 2025, effective 1 September 2026. It also takes account of the Equality Act 2010, the National Curriculum for Science, the SEND Code of Practice and current Keeping Children Safe in Education guidance.

Relationships Education and Health Education are compulsory in primary school. Additional primary Sex Education is not compulsory, but Huby provides planned, age-appropriate teaching in Year 6. Relevant National Curriculum Science content is compulsory. PSHE also includes wider personal, social and economic learning.

3. Policy development, consultation and availability

The headteacher and PSHE leader coordinate review with staff, pupils, governors and parents/carers. Parents must be proactively consulted when this policy is developed or reviewed. Feedback and the school's response will be recorded before governing body approval. This draft must not be described as approved or fully consulted upon until those steps have occurred.

The approved policy will be published on the school website and supplied free of charge on request. Parents may contact the school office to discuss the curriculum, review the planned sequence and access all RSHE teaching materials. The school will show representative materials proactively and make all materials available on request, observing copyright requirements without using them to deny access.

4. Curriculum organisation and delivery

Kapow Primary provides the principal planned PSHE and RSHE teaching sequence, supplemented by Science, Computing, PE, safeguarding teaching, assemblies and appropriate wider curriculum opportunities. Class teachers deliver lessons using a sequenced programme, with appropriate adaptations and support. In EYFS, learning is developed through the statutory early years framework, stories, routines, play and guided discussion. A year-group progression map should accompany this policy and show when every statutory end-of-primary outcome is taught and revisited.

The PSHE leader checks the Kapow sequence and any school adaptations against the full statutory content. No scheme is assumed to guarantee compliance without a school-level coverage check. Visitors or specialist organisations may supplement provision only after suitability, safeguarding, materials and qualifications are checked; the school retains responsibility for all content.

5. Statutory Relationships Education

By the end of primary school, pupils will learn the statutory content within the following themes, progressively and in ways appropriate to their age and development:

- Families and people who care for me: diverse, loving family structures; stable care; marriage and civil partnership; identifying unsafe family relationships and seeking help.
- Caring friendships: forming friendships, loneliness, trust, kindness, conflict, repair and accessing support.
- Respectful, kind relationships: boundaries, self-respect, assertiveness, stereotypes, bullying, bystander responsibilities and respect for differences.
- Online safety and awareness: online conduct, unsafe contact, age restrictions, privacy and location settings, image sharing, harmful material and reporting concerns.
- Being safe: bodily autonomy, privacy, appropriate and inappropriate contact, recognising harmful relationships, trusted adults, reporting abuse and continuing to seek help until heard.

Teaching explicitly supports children to recognise prejudice, discrimination, harassment and child-on-child abuse. Pupils learn that abuse is never the victim's fault and that concerns can be reported safely.

6. Statutory Health Education

The school teaches and revisits all primary health and wellbeing outcomes in the revised guidance. The planned programme includes:

- General wellbeing: emotional vocabulary, self-care, loneliness, grief and loss, mental health, early support and trusted adults.
- Wellbeing online: healthy digital habits, online relationships, online gaming and financial risks, targeted content, privacy, critical evaluation and reporting concerns.
- Physical health and fitness: regular activity, outdoor time, inactivity and accessing help.
- Healthy eating: balanced nutrition, healthy relationships with food, preparing meals and risks associated with poor diet.
- Drugs, alcohol, tobacco and vaping: age-appropriate facts about harmful substances and associated risks.
- Health prevention: illness, sun safety, sleep, dental care, hygiene, germs and vaccination.
- Personal safety: recognising hazards, fire safety, and safe travel around roads, railways and water.
- Basic first aid: emergency calls and age-appropriate responses to common injuries.

- Changing adolescent bodies: growth, puberty, correct anatomical vocabulary, menstruation and menstrual wellbeing.

Puberty and menstrual wellbeing are statutory Health Education and are not part of the optional withdrawal entitlement. Teaching is sensitive, practical and accessible, and pupils are shown where to seek support.

7. Additional primary Sex Education

Huby uses the Kapow Primary Year 6 "Growing up" sex education materials for planned additional lessons on human conception, pregnancy and birth. The intended content includes correct scientific vocabulary for reproductive organs; how sperm and egg meet, usually through sexual intercourse; pregnancy and development in the uterus; birth; and different ways families may have children, including IVF and adoption. The curriculum also addresses respectful questions and responsibilities associated with parenting.

Parents will receive advance information identifying precisely which Year 6 lessons are additional Sex Education, as distinct from statutory Relationships Education, Health Education and National Curriculum Science. The school will consult parents about this content and provide opportunities to inspect the materials and discuss how to support conversations at home. Teachers will not introduce more explicit detail than is appropriate for primary pupils.

8. Parents' right to withdraw

Parents/carers may request withdrawal from some or all additional primary Sex Education, but not from statutory Relationships Education, Health Education or National Curriculum Science. Requests should be made in writing to the headteacher. The headteacher will offer a discussion to clarify the content, understand concerns and explain potential impacts, and will record the discussion. In primary school, the headteacher must grant a request to withdraw from additional Sex Education. The school will provide appropriate, purposeful alternative education and keep a confidential record of the arrangement.

Withdrawal does not prevent the school from responding to safeguarding concerns or teaching statutory protective knowledge. Any spontaneous question is managed sensitively and in line with the agreed curriculum and safeguarding procedures.

9. Teaching, questions and safe learning environments

Lessons are delivered in a calm, supportive and respectful atmosphere using discussion, stories, scenarios, role play, reflection and other appropriate approaches. Ground rules are agreed and revisited: no pupil or adult is expected to share personal experiences; no pupil is compelled to speak; respectful language and accurate anatomical terms are used; and confidentiality cannot be promised if a child may be at risk.

Teachers answer questions factually and without imposing personal beliefs. Questions beyond the age-appropriate curriculum may be acknowledged and addressed individually, with advice from the PSHE leader or headteacher. Anonymous question boxes may be used but must be checked for safeguarding concerns. Staff do not investigate disclosures and promptly follow the school's safeguarding and child protection reporting procedures.

10. Safeguarding and online safety

RSHE is part of the school's safeguarding culture and complements the Safeguarding and Child Protection, Behaviour, Anti-Bullying and Online Safety policies. Children learn to identify unsafe contact, coercion, manipulation, discrimination, bullying and harmful online interactions, and to tell a trusted adult. Age-appropriate teaching considers misinformation and potentially misleading AI-generated images or content where relevant, without unnecessarily exposing children to adult material.

Staff report concerns and disclosures promptly to the designated safeguarding lead in accordance with school procedures and current statutory guidance. No staff member promises secrecy or undertakes their own investigation. External visitors are briefed on reporting arrangements.

11. Inclusion, SEND and equality

All pupils, including those with SEND, pupils learning English as an additional language, disadvantaged pupils and children with differing family circumstances, are entitled to high-quality RSHE. Teachers adapt language, pacing, visuals, communication approaches and adult support without removing essential safeguarding knowledge. The SENCO and class teacher coordinate individual adaptations, including where relevant to an EHCP.

Some pupils with SEND may face increased risks of exploitation, harmful sexual behaviour, bullying or difficulty recognising boundaries; teaching is therefore accessible, explicit and appropriately reinforced. Materials reflect a range of family structures and uphold the dignity of all pupils. The school complies with the Equality Act 2010 and challenges stereotyping, prejudice and discriminatory language.

12. Roles and responsibilities

- Governing body: approve and keep the policy under review; assure statutory coverage, accessibility, parental transparency and appropriate resourcing.
- Headteacher: ensure implementation, safeguarding alignment, consultation, parental withdrawal arrangements and staff competence.
- PSHE subject leader: maintain curriculum progression and statutory coverage map; review resources; monitor teaching and outcomes; support staff training.
- Class teachers: plan and teach lessons, adapt provision, assess understanding, address misconceptions and follow safeguarding procedures.
- SENCO: support accessibility and adaptations for pupils with SEND.
- External providers: comply with the school's approved curriculum, safeguarding procedures and resource-sharing expectations.

13. Assessment, monitoring and evaluation

Teachers assess understanding through discussion, questioning, scenarios, quizzes, reflection and age-appropriate tasks. Assessment is used to identify misconceptions and additional support needs, not to require pupils to disclose private experiences. The PSHE leader monitors coverage and quality through planning reviews, pupil voice, staff feedback, learning visits and samples of learning. Parent feedback and safeguarding trends may inform responsive teaching without disclosing confidential information.

The headteacher reports relevant assurance findings to governors. The policy and curriculum are reviewed at least annually and sooner where statutory guidance, safeguarding risks or pupil needs change. Parents are consulted on substantive policy revisions and informed about material changes to taught content.

14. Related policies and supporting documents

Safeguarding and Child Protection; Behaviour; Anti-Bullying; Online Safety; SEND; Equality information and objectives; Science curriculum; PSHE/RSHE year-group progression map; and Kapow Primary lesson sequence.