



RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY Local Arrangements

Recommended by Sarah Allen
Recommended date 10th March 2026

Signed

Position Chair of Governors
Ratification date 20th May 2026

New review	March 2027
Policy Tier	(Central/Hub/ School)
Updated	September 2026 (with the induction of Kapow)

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

Secretary of State

1. Statutory Framework

This policy reflects the revised Department for Education statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, which came into effect on 1 September 2026. Schools must have regard to this statutory guidance.

Oak Hill First School also has regard to its duties under the Equality Act 2010 and relevant safeguarding legislation and guidance.

For primary-aged pupils, Relationships Education and Health Education are statutory. The school also provides a broader Personal, Social, Health and Economic Education (PSHE) curriculum which supports pupils' personal development and preparation for life in modern Britain.

2. Purpose and Rationale

At Oak Hill First School, our RSHE curriculum is designed to equip children with the knowledge, vocabulary, confidence and skills they need to be safe, healthy, develop positive relationships and understand themselves and others.

Our curriculum aims to:

- build healthy, respectful relationships and help pupils understand how their behaviour affects others
- support pupils' physical, emotional, social and moral development
- enable pupils to recognise, name and manage feelings and develop strategies that support their wellbeing
- enable pupils to understand and respect different families, relationships and individual differences
- ensure pupils understand personal boundaries, privacy and appropriate touch, and know how to seek help

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- help pupils identify trusted adults and develop the confidence and vocabulary to speak to someone when something worries them
- develop pupils' ability to recognise and respond appropriately to risk, including risks they may encounter online
- develop independence, resilience and confidence
- enable pupils to contribute positively to their school and wider community
- prepare pupils for the next stage of their education and for life in modern Britain.

Our curriculum approach

We use the Kapow Primary RSE & PSHE curriculum as the planned and progressive spine of our provision.

Kapow provides a coherent sequence of learning through which knowledge, concepts and vocabulary are introduced, revisited and developed as pupils mature. It also provides progression and assessment materials which support teachers in identifying what pupils should learn and remember.

Kapow is our curriculum spine, but it does not replace our professional knowledge of our pupils.

Teaching is adapted and enhanced in response to what we know about the children at Oak Hill. This includes:

- safeguarding information
- behaviour and pastoral needs
- pupil voice
- emerging issues within classes or groups
- pupils' prior knowledge and understanding
- the needs of particular cohorts, groups and individual pupils.

This is particularly important for pupils with SEND, disadvantaged pupils and pupils who may be vulnerable.

Our aim is not simply that pupils have experienced RSHE lessons. We want pupils to understand important knowledge, remember it and be able to apply it in their lives to keep themselves safe and well.

3. Curriculum Design and Delivery

3.1 Delivery Model

RSHE is taught through:

- the Kapow Primary RSE & PSHE curriculum, which provides the planned and progressive structure for teaching and learning
- regular, timetabled PSHE/RSHE teaching

- appropriate links across the wider curriculum, including Science, Computing, PE and online safety
- wider school experiences which contribute to pupils' personal development, wellbeing and understanding of relationships
- responsive teaching where safeguarding information, behaviour, pastoral needs or emerging issues indicate that additional learning is required.

Knowledge and vocabulary are introduced and revisited so that pupils deepen their understanding as they mature.

Teachers use their professional knowledge of pupils to adapt how content is taught without unnecessarily reducing the ambition of the curriculum.

3.2 Staff Responsibilities

Staff are responsible for:

- delivering RSHE sensitively and confidently within a safe learning environment
- modelling positive and respectful relationships and attitudes
- understanding what pupils have learned previously and what they will learn next
- adapting teaching for different communication, language, understanding and additional needs
- checking pupils' understanding, particularly of important safeguarding concepts
- revisiting learning where misconceptions or gaps remain
- responding to pupils' questions sensitively and in an age-appropriate manner
- using clear and correct vocabulary, including appropriate anatomical vocabulary
- following school safeguarding procedures immediately if teaching leads to a disclosure or concern.

Staff are expected to teach the statutory curriculum. Any concerns regarding sensitive curriculum content should be discussed with the headteacher or RSHE lead.

3.3 Safe Practice, Ground Rules and Pupils' Questions

Teachers establish safe learning environments by ensuring that:

- clear ground rules are established and revisited
- pupils are not expected to share personal experiences
- questions are handled sensitively and in an age-appropriate way
- staff do not promise confidentiality
- all safeguarding disclosures and concerns follow the school's safeguarding procedures.

Where pupils ask questions which go beyond the planned, age-appropriate curriculum, staff will respond in a way that supports the child while taking account of their age, maturity and safeguarding needs.

This may include encouraging the pupil to speak with their parent or carer or another trusted adult. Staff may seek advice from the RSHE lead or Designated Safeguarding Lead where necessary.

Questions will never be used as an opportunity to introduce curriculum content which is not suitable for the pupil's age or stage of development.

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4. Curriculum Content

Our curriculum brings together statutory Relationships Education and Health Education, alongside our wider PSHE provision.

It includes age-appropriate learning about:

- families and people who care for us
- caring friendships
- respectful relationships
- personal boundaries, privacy and appropriate touch
- staying safe and seeking help
- online relationships, media literacy and digital safety
- mental wellbeing and managing emotions
- physical health and healthy lifestyles
- basic first aid
- growing and changing, including age-appropriate learning about puberty
- difference, diversity and respect
- citizenship and contributing positively to the community
- economic wellbeing, where age appropriate
- personal and community safety.

Curriculum content is mapped against statutory requirements and sequenced progressively. Where statutory guidance sets particular expectations about when content should be introduced, the school follows those requirements and uses professional judgement about pupils' readiness and needs within that framework.

5. Curriculum Progression: Reception to Year 4

Our detailed curriculum progression and long-term plan set out what pupils learn from Reception to Year 4.

The Kapow Primary RSE & PSHE curriculum provides the progressive spine for learning, aligned with statutory requirements and adapted to the age, maturity and needs of Oak Hill pupils.

Across their time at Oak Hill, pupils progressively develop their knowledge and understanding of:

- families and relationships
- friendships and respectful relationships
- health and wellbeing
- emotions and mental wellbeing
- safety and the changing body
- personal boundaries and privacy
- online and offline safety
- citizenship and their role within a community
- economic wellbeing
- difference, diversity and respect

- how, when and where to seek help.

Knowledge and vocabulary are deliberately revisited and developed over time.

For pupils who require additional support, adaptations may include:

- pre-teaching vocabulary
- visual support
- carefully selected examples
- smaller steps
- additional modelling
- repeated practice
- opportunities for retrieval and reinforcement.

Safeguarding knowledge is treated as essential knowledge.

Where pupils have not securely understood an important safety message, teachers revisit and reinforce it rather than assuming that curriculum coverage equates to understanding.

6. Parents, Carers and Right to Request Withdrawal

Oak Hill First School recognises parents and carers as important partners in RSHE.

The school will:

- communicate clearly with parents and carers about the RSHE curriculum
- proactively engage and consult parents and carers when developing or reviewing the school's RSHE policy
- provide parents and carers with information about what will be taught
- make curriculum materials available to parents and carers on request
- provide opportunities for parents and carers to raise questions or concerns.

The current statutory guidance includes specific expectations around working openly with parents and making curriculum materials available.

Withdrawal

Parents and carers cannot withdraw their child from statutory Relationships Education or Health Education.

Parents and carers also cannot withdraw their child from content taught as part of the National Curriculum for Science.

Where Oak Hill provides sex education which is outside statutory Relationships Education, Health Education or National Curriculum Science, a parent or carer may request that their child is withdrawn.

The headteacher will discuss the request with the parent or carer and will grant a request to withdraw a primary-aged child from non-statutory sex education, in accordance with statutory guidance.

Where a pupil has been withdrawn, staff will ensure that any questions they subsequently ask are managed sensitively and in accordance with the approach described in section 3.3.

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7. Inclusion and Equalities

RSHE at Oak Hill is an inclusive curriculum.

It is taught in a way that:

- reflects the school's duties under the Equality Act 2010
- promotes respect for others
- challenges prejudice, discrimination and harmful stereotypes
- represents different families and experiences appropriately
- ensures no child or family is stigmatised
- is accessible to pupils with SEND
- takes account of pupils' communication, language, sensory, social and emotional needs
- provides reasonable adaptations, scaffolding, repetition and alternative ways of communicating where required
- maintains high expectations for all pupils.

We recognise that equal access does not always mean identical provision.

Some pupils require additional opportunities to revisit concepts such as:

- boundaries
- trusted adults
- appropriate relationships
- emotions
- online safety
- recognising risk
- knowing when and how to seek help.

Leaders and teachers consider the needs of individual pupils and groups when deciding where additional teaching, adaptation or pastoral support is required.

8. Safeguarding

RSHE is an important part of Oak Hill's preventative safeguarding curriculum.

Through age-appropriate teaching, pupils learn to:

- understand privacy and personal boundaries
- understand appropriate and inappropriate touch
- recognise behaviour or situations which may make them feel uncomfortable or unsafe
- develop appropriate vocabulary to talk about their bodies, relationships and feelings
- understand that they have a right to speak up
- understand that they should not keep secrets which make them feel worried or unsafe
- identify trusted adults
- know how and where to seek help
- recognise risks online and offline

- understand that safety principles apply both online and offline.

Staff recognise that RSHE teaching may lead to pupils asking questions or making disclosures.

All safeguarding concerns and disclosures are managed in accordance with the school's Child Protection and Safeguarding Policy.

Where safeguarding information identifies an emerging need for a pupil, group or cohort, leaders consider whether additional curriculum teaching or reinforcement is required.

9. Assessment, Monitoring and Review

The effectiveness of RSHE is monitored through a proportionate range of activities which may include:

- lesson visits and professional discussion with teachers
- pupil voice and discussion
- consideration of pupils' work and responses
- review of curriculum planning and sequencing
- assessment information
- discussion with pastoral and safeguarding leaders
- consideration of behaviour, safeguarding and wellbeing themes
- consideration of the experiences and understanding of different pupil groups, including pupils with SEND and disadvantaged pupils.

Assessment is used to establish whether pupils have understood the important knowledge taught and to identify misconceptions or areas requiring further teaching.

Leaders consider not only whether curriculum content has been delivered, but whether pupils can remember, understand and apply important learning.

Particular attention is given to whether pupils understand key safeguarding messages, including:

- recognising when something might be wrong
- understanding personal boundaries and privacy
- staying safe online and offline
- identifying trusted adults
- knowing when and how to seek help.

Findings from monitoring inform:

- curriculum development
- adaptations to teaching
- staff training
- additional or targeted provision.

This policy is reviewed annually, or sooner where statutory guidance, school circumstances or pupils' needs require it.

Next scheduled review: March 2027.

10. Roles and Governance

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The headteacher, RSHE/PSHE leader and governing body work together to ensure that:

- statutory requirements are met
- the curriculum remains appropriate for Oak Hill pupils
- the curriculum responds appropriately to emerging pupil needs
- parents and carers are appropriately informed and consulted
- staff have the knowledge, training and support necessary to deliver the curriculum effectively
- provision is monitored to understand its impact on pupils.

11. Related School Documents

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Online Safety and Acceptable Use arrangements
- SEND Policy and SEND Information Report
- Equality information and objectives
- curriculum plans and progression documentation.