



St. James' Church of England Primary School Lower Darwen

**'Building One Faith, One
Family,
Our Future'**

Relationships, Sex and Health Education (RSHE) Policy

Revised by L Bryan – Summer 2026
Approved by Governors –

Review Date – Autumn 2027

Foundation, Vision and Intent

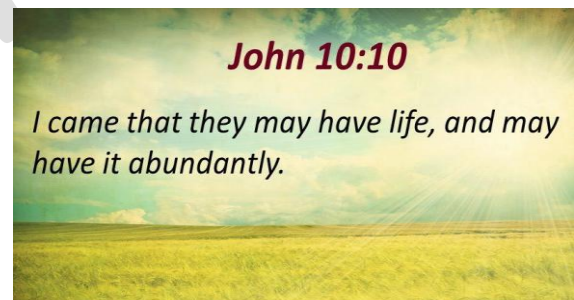
**St James' C of E Primary School**
Lower Darwen

Building One Faith, One Family, Our Future

"We offer a holistic curriculum that champions our community and is aspirational."
Nurturing every child to flourish through...

faith
enrichment
pupil voice
curriculum
SKATS
wellbeing
oracy
inclusion

John 10:10Our School Values**Jeremiah 29:11**
Love Compassion Truth Forgiveness Justice Thankfulness



We want our children to know that **God has a plan for them** that means **they live their best life possible**.

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

RSHE Policy

St James' Church of England Primary School

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1. Vision and Christian Distinctiveness

"I have come that they may have life, and have it to the full."

John 10:10

At St James' Church of England Primary School, we believe every child is uniquely created in the image of God and is deeply loved, valued and respected. Guided by our vision of **Building One Faith, One Family, Our Future**, we seek to provide an education that enables every child to flourish spiritually, academically, emotionally and socially.

Relationships, Sex and Health Education forms an integral part of our commitment to nurturing the whole child. Rooted in our Christian values of **love, truth, compassion, justice and forgiveness**, our curriculum equips pupils with the knowledge, understanding and confidence needed to build healthy relationships, make informed decisions and care for themselves and others.

We believe that strong relationships lie at the heart of human flourishing. Through our RSHE curriculum, pupils develop respect for themselves and for others, recognising that every individual possesses inherent dignity and worth as a child of God.

Our teaching encourages pupils to act with kindness, integrity and responsibility whilst preparing them for life in an increasingly diverse and complex world. We provide opportunities for children to explore important questions, discuss different viewpoints respectfully and develop the confidence to seek help whenever they need it.

As a Church of England school, we recognise our responsibility to present factual, age-appropriate learning alongside our Christian vision, ensuring pupils understand both the teachings of the Christian faith and the legal responsibilities and expectations of life in modern Britain. We foster an environment where every child feels safe, included and respected, enabling all pupils to flourish.

2. Policy Statement

At St James' Church of England Primary School, we believe that high-quality Relationships, Sex and Health Education (RSHE) is an essential part of every child's education.

Our curriculum prepares pupils for the opportunities, responsibilities and experiences of later life by developing the knowledge, skills and attributes needed to establish healthy relationships, safeguard their physical and mental wellbeing and become responsible members of society.

From September 2026, RSHE is delivered through the **Kapow Primary RSE & PSHE Scheme of Work**, which fully meets the statutory requirements of the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* guidance. The curriculum is carefully sequenced from Reception to Year 6, enabling pupils to revisit key concepts with increasing depth and maturity whilst building secure knowledge, understanding and vocabulary over time.

Learning is delivered in a safe, supportive and inclusive environment where pupils are encouraged to ask questions, discuss ideas respectfully and develop confidence in talking about relationships, health and wellbeing using accurate vocabulary.

We recognise that parents and carers are children's first educators and place great value on working in partnership with families. Through open communication, consultation and curriculum transparency, we aim to ensure that parents are well informed about the content and purpose of RSHE and are supported in continuing discussions at home.

3. Legal Framework

This policy has been written in accordance with the statutory requirements that apply from **September 2026** and reflects current legislation and guidance, including:

- Children and Social Work Act 2017
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Public Sector Equality Duty
- Human Rights Act 1998
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children (current edition)

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for Education – September 2026)
- Teaching Online Safety in Schools
- Church of England *Valuing All God's Children* guidance
- Church of England Vision for Education
- Statutory Framework for the Early Years Foundation Stage.

In accordance with statutory guidance:

- Relationships Education is compulsory in all primary schools.
- Health Education is compulsory in all primary schools.
- Parents **cannot withdraw** their child from Relationships Education or Health Education.
- Parents may request withdrawal from the non-statutory elements of Sex Education delivered beyond the National Curriculum for Science.
- Parents are entitled to view curriculum materials used within RSHE upon request.
- The school will proactively consult parents whenever this policy is reviewed or significantly amended.

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4. Definition of Relationships, Sex and Health Education (RSHE)

Relationships, Sex and Health Education (RSHE) is a lifelong learning process through which children and young people acquire the knowledge, understanding, skills and values they need to lead safe, healthy and fulfilling lives.

At primary school, RSHE consists of three distinct elements:

Relationships Education (Statutory)

Relationships Education teaches pupils about positive and healthy relationships, including friendships, family relationships, respectful behaviour, kindness, trust, consent in everyday situations, online relationships and recognising when relationships are unhealthy or unsafe.

Health Education (Statutory)

Health Education enables pupils to understand physical health, mental wellbeing, healthy lifestyles, emotional literacy, personal hygiene, growing and changing, online safety and strategies for maintaining positive physical and mental health.

Sex Education (Non-statutory in Primary)

Primary schools are not required to teach Sex Education beyond the National Curriculum for Science. However, St James' has chosen to teach a small amount of age-appropriate, non-statutory Sex Education in Year 6 using the Kapow Primary scheme.

This learning prepares pupils for the transition to secondary school and is delivered sensitively and in accordance with statutory guidance.

Parents have the right to request withdrawal from these non-statutory lessons. Further information is provided in Section 15 of this policy.

5. Aims of RSHE

At St James' Church of England Primary School, our Relationships, Sex and Health Education curriculum aims to equip pupils with the knowledge, understanding, skills and values they need to flourish throughout their lives.

Through our carefully planned curriculum, we aim to enable every pupil to:

- develop positive, healthy and respectful relationships;
- understand the importance of kindness, empathy and compassion;
- recognise that every individual has inherent dignity and worth;
- understand the characteristics of healthy friendships and family relationships;
- develop emotional literacy and resilience;
- recognise and manage risks appropriately;
- understand how to stay physically and mentally healthy;
- develop confidence in seeking help and identifying trusted adults;
- understand how to keep themselves safe both offline and online;
- respect diversity whilst recognising the importance of equality and inclusion;
- prepare confidently for the physical and emotional changes associated with growing up;
- become responsible, informed and compassionate citizens.

Our curriculum seeks not only to develop knowledge but also to nurture wisdom, integrity and character. Through discussion, reflection and meaningful learning experiences, pupils develop the confidence to make informed choices, care for themselves and others and contribute positively to society.

6. Curriculum Intent

Our RSHE curriculum has been carefully designed to reflect both the statutory requirements of the Department for Education and the distinctive Christian ethos of St James' Church of England Primary School.

From September 2026, the school delivers RSHE through the **Kapow Primary RSE & PSHE Scheme of Work**, which provides a carefully sequenced curriculum from Reception to Year 6. The curriculum follows a spiral model, allowing pupils to revisit key concepts with increasing depth and maturity as they progress through school. This supports secure understanding, long-term retention and meaningful progression.

The curriculum has been selected because it:

- fully meets statutory Relationships Education and Health Education requirements;
- provides clear progression across all year groups;
- supports safeguarding and personal safety;
- develops emotional literacy and resilience;
- promotes healthy relationships;
- reflects diversity appropriately;

- includes high-quality teacher guidance;
- embeds adaptive teaching for all learners;
- develops ambitious vocabulary;
- supports pupils' wider personal development.

Relationships, Sex and Health Education is not taught in isolation. Learning is reinforced through collective worship, Picture News, safeguarding assemblies, online safety education, British Values, pupil leadership opportunities and the wider life of the school. This enables pupils to apply their learning in authentic contexts and recognise the relevance of RSHE in everyday life.

As a Church of England school, we recognise that relationships are central to human flourishing. Our curriculum encourages pupils to develop respectful, loving and compassionate relationships whilst recognising the responsibilities that accompany those relationships.

7. Curriculum Design and Implementation

The curriculum is organised through carefully planned units which build progressively from Reception to Year 6. Learning revisits key concepts over time, allowing pupils to deepen their understanding whilst developing increasingly sophisticated knowledge, vocabulary and personal skills.

Teaching is age-appropriate, inclusive and carefully sequenced to reflect pupils' emotional and physical maturity.

Kapow Primary supports progression through the following curriculum areas:

- Family and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing
- Identity (Upper Key Stage Two)

Each unit builds upon previous learning and prepares pupils for future learning, ensuring there are no sudden jumps in complexity between year groups.

Teachers create safe learning environments where pupils feel confident asking questions and discussing sensitive issues respectfully. Ground rules are established at the beginning of learning to promote mutual respect, active listening and confidentiality within safeguarding expectations.

Learning includes:

- discussion;
- partner talk;
- role play;
- case studies;
- reflection;
- retrieval practice;
- collaborative learning;

- independent tasks;
- questioning;
- self and peer assessment.

Teachers remain responsive to the needs of individual pupils and classes, adapting learning where appropriate whilst maintaining high expectations for all.

8. Statutory Relationships Education

Relationships Education is compulsory for all primary-aged pupils.

At St James', pupils learn about:

Families

Children learn that families are important because they provide love, security and care. Pupils recognise that families may look different whilst sharing the common purpose of providing stable, loving relationships.

Friendships

Pupils learn how friendships are formed and maintained through kindness, honesty, trust, respect and forgiveness. They develop strategies for resolving disagreements and recognising unhealthy friendships.

Respectful Relationships

Children learn the importance of respect, empathy, inclusion and equality. They understand that all people deserve to be treated with dignity regardless of their background or circumstances.

Online Relationships

Pupils develop an understanding that the same principles of respect, kindness and safety apply online as they do offline. They learn how to communicate safely, recognise risks and seek support when necessary.

Being Safe

Children learn about personal boundaries, privacy, consent in everyday situations, trusted adults and strategies for keeping themselves safe in different situations.

Teaching reflects the Christian belief that every individual is uniquely valued by God and deserves to be treated with dignity, kindness and respect.

9. Statutory Health Education

Health Education is compulsory for all primary-aged pupils and provides children with the knowledge and skills needed to make informed decisions about their physical health, mental wellbeing and personal safety.

At St James' Church of England Primary School, Health Education is taught progressively through the Kapow Primary RSE & PSHE curriculum and is reinforced

through wider curriculum opportunities, collective worship, safeguarding education and the daily life of the school.

Through Health Education, pupils learn about:

Mental Wellbeing

Pupils develop an understanding that mental wellbeing is a normal part of everyday life, just like physical health. They learn to recognise and name emotions, understand that everyone experiences different feelings and develop strategies to support their own emotional wellbeing.

Children learn:

- how to recognise a range of emotions;
- strategies for managing difficult feelings;
- resilience and perseverance;
- the importance of asking for help;
- how trusted adults can provide support.

Physical Health and Healthy Lifestyles

Pupils learn about:

- balanced diets;
- physical activity;
- sleep;
- dental health;
- personal hygiene;
- healthy routines;
- the importance of making informed lifestyle choices.

Children understand that looking after their bodies enables them to flourish physically, emotionally and academically.

Growing and Changing

Learning supports children in understanding that change is a natural part of life.

Pupils develop an age-appropriate understanding of:

- physical growth;
- emotional development;
- puberty;
- personal hygiene;
- self-care;

- body confidence.

Teaching is carefully planned to ensure pupils feel confident, reassured and prepared for future changes.

Keeping Safe

Children learn how to recognise risk and develop strategies to keep themselves safe in a range of situations, including:

- road safety;
- water safety;
- fire safety;
- medicines;
- household products;
- emergency situations;
- personal boundaries.

Online Health and Wellbeing

Pupils develop an understanding of how technology can positively and negatively affect wellbeing.

Children learn:

- healthy screen habits;
- managing online relationships;
- recognising harmful online content;
- understanding digital footprints;
- seeking support when worried.

Health Education is delivered in a factual, age-appropriate and inclusive manner, enabling all pupils to develop the confidence and knowledge needed to make healthy choices throughout their lives.

10. Sex Education

Whilst Relationships Education and Health Education are statutory in primary schools, Sex Education beyond the National Curriculum for Science is not compulsory.

At St James' Church of England Primary School, we believe it is important that older pupils are appropriately prepared for the physical and emotional changes associated with puberty and for their transition to secondary school.

The school therefore teaches a small amount of age-appropriate, non-statutory Sex Education within **Year 6** using the Kapow Primary scheme of work.

This learning:

- is age appropriate;

- is delivered sensitively and professionally;
- builds upon previous Relationships and Health Education;
- prepares pupils for secondary education;
- promotes respect, dignity and responsibility.

Teaching focuses upon factual knowledge and supports pupils in understanding human development within the context of healthy, respectful relationships.

Parents have the legal right to request that their child is withdrawn from the non-statutory elements of Sex Education.

Before any decision is made, the Headteacher (or delegated senior leader) will meet with parents to discuss:

- the content of the lessons;
- the educational benefits of participation;
- the potential implications of withdrawal;
- any concerns the family may have.

The wishes of the child will also be considered where appropriate.

Where a child is withdrawn, suitable supervised learning will be provided for the duration of those lessons.

Parents cannot withdraw children from:

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

11. Teaching Sensitive and Controversial Issues

Relationships, Sex and Health Education inevitably explores topics that some pupils may find sensitive or that families may hold differing views about.

At St James' Church of England Primary School, all teaching is delivered in a manner that is:

- factual;
- age appropriate;
- balanced;
- inclusive;
- respectful;
- developmentally appropriate.

Teachers establish clear ground rules which promote:

- respect;
- kindness;
- active listening;
- thoughtful discussion;
- confidentiality within safeguarding expectations.

Children are encouraged to ask questions and explore ideas within a safe and supportive learning environment.

Where pupils ask questions beyond the intended learning or beyond what is appropriate for their age, teachers will respond professionally and sensitively, using their judgement to determine whether the question should be answered individually, addressed at a later stage or discussed with parents where appropriate.

Teachers do not promote personal opinions or political viewpoints. Instead, pupils are encouraged to develop informed understanding through factual information and respectful discussion.

As a Church of England school, we recognise that families may hold a range of beliefs and values. Our curriculum reflects the school's Christian vision whilst fulfilling statutory responsibilities and respecting the diversity of our community.

12. Equality, Diversity and Inclusion

At St James' Church of England Primary School, we believe every person is created in the image of God and deserves to be treated with dignity, compassion and respect.

Our Relationships, Sex and Health Education curriculum reflects the Equality Act 2010 and actively promotes equality whilst recognising and celebrating diversity.

Teaching enables pupils to understand:

- that everyone deserves respect;
- the importance of kindness and inclusion;
- that discrimination and bullying are never acceptable;
- the importance of treating others fairly regardless of background or personal characteristics.

In line with the **September 2026 statutory guidance**, pupils are taught factual information about the law relating to protected characteristics in an age-appropriate way.

Teaching reflects that:

- people have legal protection from discrimination;
- all pupils should be treated with dignity and respect;
- bullying, prejudice and discriminatory language are never acceptable;
- pupils may encounter a range of different families and experiences within modern Britain.

Where topics relating to biological sex and gender reassignment arise, teaching will follow statutory guidance by presenting factual information in an age-appropriate, balanced and impartial manner. Teachers will not promote particular ideological viewpoints but will encourage respectful discussion whilst ensuring that all pupils feel safe, valued and included.

As a Church of England school, our teaching is rooted in Christian values of love, compassion, justice and truth. Pupils are encouraged to understand that respectful

disagreement is acceptable, but discrimination, harassment or prejudice towards others is never acceptable.

13. Working in Partnership with Parents and Carers

At St James' Church of England Primary School, we recognise that parents and carers are the primary educators of their children and play a vital role in supporting their personal, social, emotional and physical development. We believe that Relationships, Sex and Health Education is most effective when home and school work together in partnership, sharing the common aim of helping children develop into confident, respectful and responsible young people.

We are committed to maintaining open, honest and respectful communication with parents and carers regarding our RSHE curriculum. We value the perspectives of our families and recognise the importance of ensuring that parents feel informed, supported and involved throughout their child's education.

Consultation

At St James' C of E Primary School, we value working in partnership with parents and carers to support children's learning in Relationships, Sex and Health Education.

Parents and carers were invited to review the proposed RSHE policy and curriculum overview and to share their views through a consultation questionnaire. Feedback received is considered as part of the policy review and approval process.

We will continue to provide opportunities for parents and carers to ask questions, discuss the curriculum and view teaching materials. Parents and carers will be consulted when significant changes to the RSHE policy or provision are proposed. Consultation informs our approach while ensuring that the school fulfils its statutory responsibilities and meets the needs of its pupils.

In accordance with statutory guidance, the school will proactively consult with parents whenever this policy is developed or reviewed. Consultation provides parents with an opportunity to understand the school's approach to Relationships, Sex and Health Education, ask questions, share feedback and contribute to the ongoing development of the curriculum.

Following consultation, the Governing Body will consider feedback before approving the policy.

Curriculum Information

Parents will be informed about the Relationships, Sex and Health Education curriculum through a range of methods, which may include:

- the school website;
- curriculum overviews;
- newsletters;
- parent information meetings;
- letters prior to sensitive units where appropriate;
- direct communication with school staff.

This ensures that parents understand both the purpose and content of the curriculum and are able to continue conversations at home where appropriate.

Sharing Curriculum Resources

The school is committed to transparency.

In line with the Department for Education's statutory guidance, parents are welcome to view the curriculum materials used to teach Relationships, Sex and Health Education.

The school will:

- share representative examples of teaching resources during consultation or information events;
- provide opportunities for parents to view curriculum materials upon request;
- explain the purpose and intended learning outcomes of resources;
- answer questions regarding curriculum content openly and honestly.

Where resources have been produced by external providers, copyright will be respected. However, copyright will not prevent the school from fulfilling its statutory responsibility to share curriculum materials with parents when requested.

Supporting Learning at Home

Parents are encouraged to continue discussions at home and reinforce key messages about healthy relationships, wellbeing, respect and personal safety.

School staff are always happy to discuss individual concerns or provide further information where needed.

By working together, we can ensure that pupils receive consistent messages which support both their personal development and emotional wellbeing.

14. Parental Right to Withdraw

The Department for Education recognises the important role parents play in decisions regarding their children's education.

Parents **cannot withdraw** their child from:

- statutory Relationships Education;
- statutory Health Education;
- any content taught as part of the National Curriculum for Science.

Parents may request that their child is withdrawn from the **non-statutory Sex Education** elements of the curriculum delivered beyond the National Curriculum for Science.

If a parent wishes to request withdrawal, they should contact the Headteacher in writing.

Before a decision is made, the Headteacher (or delegated senior leader) will invite parents to a meeting to:

- explain the content of the lessons;
- discuss the educational purpose of the learning;
- consider any concerns the family may have;
- explain the potential impact of withdrawal;
- answer any questions.

Where appropriate, the wishes of the child will also be considered as part of these discussions.

If, following discussion, parents still wish to withdraw their child, the request will normally be respected unless exceptional safeguarding circumstances indicate that withdrawal would not be in the child's best interests.

During the period of withdrawal, pupils will receive appropriate supervised learning.

A parental withdrawal request form is included as **Appendix A** of this policy.

15. Safeguarding and Confidentiality

The safety and wellbeing of every child is our highest priority.

Relationships, Sex and Health Education contributes significantly to the school's safeguarding responsibilities by equipping pupils with the knowledge and confidence to:

- recognise healthy and unhealthy relationships;
- identify unsafe situations;
- understand personal boundaries;
- recognise inappropriate behaviour;
- know how and where to seek help;
- identify trusted adults;
- understand that they have the right to feel safe.

Teaching encourages pupils to speak to a trusted adult if they are worried about themselves or someone else.

Teachers cannot offer or guarantee absolute confidentiality.

If information disclosed by a pupil suggests that they, or another person, may be at risk of harm, staff have a legal duty to follow the school's Child Protection and Safeguarding procedures.

Where appropriate, teachers will explain these safeguarding responsibilities to pupils in an age-appropriate way before sensitive discussions take place.

Staff understand that some lessons may prompt questions or disclosures. All concerns are managed sensitively and professionally in accordance with statutory safeguarding guidance.

16. Visitors and External Agencies

Visitors can provide valuable expertise and enrich pupils' learning experiences.

Where external visitors contribute to Relationships, Sex and Health Education, they do so under the direction and supervision of school staff.

Teachers remain responsible for:

- planning learning;
- ensuring accuracy;
- maintaining safeguarding expectations;
- managing discussions;
- ensuring content reflects the school's Christian vision and statutory responsibilities.

All external organisations are carefully selected to ensure that materials are factual, balanced, age appropriate and consistent with statutory guidance.

Visitors enhance rather than replace the planned curriculum.

17. Adaptive Teaching, Inclusion and SEND

At St James' Church of England Primary School, we are committed to ensuring that every pupil can access a high-quality Relationships, Sex and Health Education curriculum. We recognise that children learn in different ways and that some pupils may require additional support or adaptation to enable them to fully participate and succeed.

Guided by our Christian vision, we believe that every child is uniquely created in the image of God and deserves an education that enables them to flourish. Our curriculum is therefore designed to be ambitious, inclusive and accessible for all pupils, regardless of ability, background or additional need.

Kapow Primary has adaptive teaching embedded throughout every lesson, enabling teachers to modify learning whilst maintaining high expectations. Staff carefully consider pupils' age, stage of development, prior knowledge, emotional maturity and individual needs when planning and delivering learning.

Adaptive teaching strategies may include:

- scaffolding learning through carefully structured activities;
- breaking learning into smaller, manageable steps;
- explicit teaching and revisiting of vocabulary;
- visual prompts and practical resources;
- modelling and worked examples;
- collaborative learning opportunities;
- flexible grouping;

- additional processing time;
- adapted questioning;
- reduced cognitive load through clear, concise instructions.

Learning is presented using a variety of approaches, including discussion, role play, scenarios, practical activities and reflection, ensuring pupils are able to engage with the curriculum in meaningful ways.

Teachers remain responsive to the needs of individual pupils and recognise that some children may require additional reassurance or support when discussing sensitive topics. Where appropriate, teachers work closely with parents, the SENDCo and external professionals to ensure that all pupils can access the curriculum successfully.

The curriculum reflects the requirements of the Equality Act 2010 and promotes inclusion, dignity and respect for every individual. Resources are selected carefully to represent a diverse range of families, cultures, ethnicities and experiences, helping pupils to develop empathy, challenge stereotypes and appreciate the richness of modern British society.

18. Assessment

Assessment within Relationships, Sex and Health Education is formative, supportive and ongoing. The primary purpose of assessment is to identify pupils' understanding, inform future teaching and ensure that every child makes meaningful progress from their own starting point.

Teachers use a range of assessment strategies throughout lessons, including:

- skilled questioning;
- retrieval practice;
- observation of learning;
- pupil discussion;
- role play;
- partner talk;
- reflective activities;
- self-assessment;
- peer assessment;
- teacher judgement.

Kapow Primary embeds formative assessment throughout every unit. Lessons include opportunities for teachers to pause learning, address misconceptions, revisit previous knowledge and adapt teaching in response to pupils' understanding.

Success criteria are shared with pupils to encourage reflection and help children recognise their own progress. Lesson plenaries provide opportunities for pupils to consolidate learning, articulate their understanding and identify any questions they may still have.

Assessment information is used to:

- adapt future planning;
- identify pupils requiring additional support;
- ensure curriculum progression;
- evaluate the effectiveness of the curriculum;

- inform subject leadership monitoring.

As RSHE focuses on developing knowledge, understanding, skills and attitudes, assessment is not based solely on written outcomes. Teachers recognise that progress is often demonstrated through discussion, confidence, decision-making, respectful behaviour and pupils' ability to apply learning in real-life situations.

19. Roles and Responsibilities

The Governing Body

The Governing Body has overall responsibility for ensuring that the school fulfils its statutory duties relating to Relationships, Sex and Health Education.

Governors will:

- approve this policy following consultation with parents;
- ensure the curriculum meets statutory requirements;
- monitor implementation through reports from the Headteacher and Subject Leader;
- ensure that the curriculum reflects the Christian vision and values of the school.

The Headteacher

The Headteacher is responsible for:

- ensuring statutory requirements are met;
- overseeing implementation of the policy;
- supporting staff in delivering high-quality RSHE;
- responding to parental requests for withdrawal from Sex Education;
- ensuring safeguarding procedures are followed at all times.

The RSHE Subject Leader

The Subject Leader is responsible for:

- leading curriculum development;
- monitoring teaching and learning;
- supporting colleagues with planning and assessment;
- maintaining high-quality resources;
- leading professional development;
- evaluating curriculum impact;
- reporting to governors;
- ensuring the curriculum remains compliant with statutory guidance.

Teachers

Teachers are responsible for delivering Relationships, Sex and Health Education in accordance with this policy.

Teachers will:

- create safe, respectful learning environments;
- establish clear ground rules;

- use accurate, age-appropriate vocabulary;
- respond sensitively to pupils' questions;
- identify safeguarding concerns;
- adapt learning to meet pupils' needs;
- promote inclusion and equality;
- model respectful relationships.

Parents and Carers

Parents and carers are recognised as children's first educators.

The school values strong partnerships with families and is committed to:

- maintaining open communication;
- consulting parents when reviewing the policy;
- providing information about curriculum content;
- sharing curriculum resources where requested;
- supporting parents in continuing learning at home.

20. Monitoring, Evaluation and Review

The quality of Relationships, Sex and Health Education is monitored regularly to ensure pupils receive a high-quality, ambitious and inclusive curriculum that reflects both statutory requirements and the distinctive Christian character of St James' Church of England Primary School.

Monitoring activities may include:

- lesson observations;
- learning walks;
- planning scrutiny;
- pupil voice;
- work scrutiny;
- assessment review;
- discussions with staff;
- governor monitoring visits;
- curriculum evaluation.

The Subject Leader will review the impact of the curriculum annually by considering:

- pupil outcomes;
- pupil confidence and wellbeing;
- staff feedback;
- parental feedback;
- curriculum developments;
- statutory updates.

Findings will be used to inform subject action planning, professional development and future curriculum improvements.

This policy will be reviewed annually or sooner should changes to legislation, statutory guidance or local circumstances require.

Appendix A – Parental Request to Withdraw from Non-Statutory Sex Education**St James' Church of England Primary School****Request to Withdraw from Non-Statutory Sex Education****Child's Name:** _____**Class:** _____**Parent/Carer Name:** _____

I wish to request that my child is withdrawn from the non-statutory Sex Education lessons delivered as part of the school's Relationships, Sex and Health Education curriculum.

I understand that:

- Relationships Education is statutory and my child cannot be withdrawn.
- Health Education is statutory and my child cannot be withdrawn.
- National Curriculum Science is statutory and my child cannot be withdrawn.
- I will be invited to discuss my request with the Headteacher before a final decision is made.
- My child will receive appropriate supervised learning during any withdrawn lessons.

Reason for request (optional):

Parent/Carer Signature: _____**Date:** _____

Appendix B – Long Term Plan

Appendix C – Parent Consultation

In accordance with the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education* statutory guidance (September 2026), St James' Church of England Primary School is committed to consulting with parents and carers whenever this policy is developed or reviewed.

Prior to approval of this policy, the school will:

- Provide parents and carers with an opportunity to view the draft policy.
- Share information about the Relationships, Sex and Health Education curriculum and the Kapow Primary scheme of work.
- Make representative curriculum resources available to parents.
- Invite parents to provide feedback through the school's consultation process.
- Consider all feedback received before the policy is presented to the Governing Body for formal approval.

Following consultation, any amendments considered appropriate will be made before the policy is ratified by governors and published on the school website.

The school remains committed to working in partnership with parents and carers to ensure that Relationships, Sex and Health Education reflects both statutory requirements and the needs of our school community.