



Charles Kingsley's CE Aided primary School

Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) Policy

The RSHE curriculum at Charles Kingsley's CE Aided Primary School has been reviewed and updated in line with the latest statutory guidance to be implemented by September 2026.

These updates strengthen our commitment to safeguarding, pupil wellbeing, and preparing children to live safely and confidently in modern society, whilst remaining rooted in our Christian vision of dignity, respect and care for all. This policy combines the teaching of Relationships, Sex and Relationships and Health Education.

This policy has been developed in consultation with all stakeholders, including governors, staff, pupils and parents/carers.

Vision and Values

All Church of England schools are statutorily required to teach Relationships Education. The National Curriculum recommends that Relationship and Sex Education are taught at an age and developmentally appropriate level. In accordance with the 1996 Education Act, the Learning and Skills Act 2000, Equalities Act 2010 and the Government RSE Guidance 2018, the Governors of this school have agreed that Sex Education will be taught at Charles Kingsley's C of E Primary School through both the Science and RSHE curriculum. We set out below our policy outlining the content and organisation of the Relationships Education, Relationships and Sex Education and Health Education Curriculum.

RSHE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships which at CKS are set within a context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

At Charles Kingsley's CE Aided Primary School, Relationships Education is learning about how to:

- ☐ be appreciative of existing relationships
- ☐ to form new healthy relationships
- ☐ to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, civil partnerships, friendships and relationships with peers and adults.

Updated Statutory Requirements (From September 2026)

At Charles Kingsley's CE Aided Primary School, Relationships and Sex Education (RSE) is part of the RSHE framework and will be used to prepare children with the knowledge and understanding to enable them to grow and develop into responsible adults who are capable of having stable, loving relationships. This policy builds upon the Science curriculum not by expanding upon the biological content but by focusing on relationships. The programme will be sensitive to the individual needs, beliefs and rates of maturity of our children. The programme will be graduated and age appropriate recognising the diverse society we live in and set in the context of equal opportunities.

Within a church school, the Christian ethos will provide the context within which all personal development takes place. This means that the breadth of Christian values and attitudes will permeate the curriculum, with the emphasis on the importance of marriage, the family and stable relationships to build a child's self-esteem, self-awareness and a sense of moral responsibility.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). *Appendix 1*

Philosophy

At Charles Kingsley's School we encourage our children to gain the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Our children will develop into self-motivated individuals who understand their rights and responsibilities within a diverse community.

The aims of Relationships Education is to:

- Provide children with tools to understand their development by creating a greater awareness of self, personally and socially encouraging them to successfully tackle many of the moral, social and cultural issues that are part of growing up.
- Focus on well-being: this enables children and young people to embrace change, feel positive about themselves and enjoy healthy, safe, responsible and fulfilled lives and build positive relationships.
- Ensure pupils understand the importance of self-respect and self-worth, developing their personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.
- Create an opportunity to teach pupils about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Explore the main political and social institutions that affect their lives and their responsibilities, rights and duties as individuals and members of communities.
- Teach pupils about what a relationship is, what friendship is, what family means and who the people are who can support them.
- Teach pupils how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries (in play), showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- Talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.

Updated Statutory Requirements (From September 2026)

- Understand and respect our common humanity, diversity and differences understanding everyone can go on to form effective, fulfilling relationships.
- Learn that the principles of positive relationships also apply online especially as, by the end of primary school, most children will already be using the internet, unsupervised at times¹.
- Develop as questioning and informed consumers learning to manage their money and finances effectively.
- Explore a range of attitudes and values such as tolerance and respect of self and others irrespective of family, religious or cultural background.
- Understand differences without prejudice, treating everyone as equal regardless of race, disability, gender, age, sexual orientation or culture.
- Promote a climate where everyone's thoughts and opinions are valued.

Sex and Relationships Education

At Charles Kingsley's Primary School we teach RSE in the context of the Christian ethos and the school's values framework. While RSE in school means that we give children information about sexual behaviour, we do this with an awareness of the values which underpin all our work in school. In particular, we teach RSE in the belief that:

- It will be taught in the context of a stable loving relationship;
- Will promote the spiritual, moral, cultural, mental and physical development of pupil's at the school and of society
- Children should be taught to have respect for their self and for their own bodies, with an understanding of their instincts and feelings;
- Give pupils the knowledge and understanding to deal with their developing bodies and future relationships and correct any misunderstanding and misconceptions they may have.
- Develop skills that enable the pupils to make informed decisions and be confident about their growing bodies.
- For children to understand a sexual relationship and its place within a stable and loving relationship.
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- It is important to build positive relationships with others, involving trust and respect.
- It is important to have acceptance and tolerance of individual differences.
- It will prepare children for the joys and responsibilities of permanent relationships and promote the development of positive self-esteem.
- It will be taught within a context that stresses the complexity and values of caring human relationships and family life.

We appreciate that parents are our pupil's prime educators and the school will of course work towards these aims in partnership with them.

Delivery of RSHE

Teaching is delivered by class teachers and teaching assistants. The school uses a range of resources which pay regard to the age, developmental and religious backgrounds of their

Updated Statutory Requirements (From September 2026)

pupils, included in this are some of those from the PSHE Association which support the delivery of effective RSHE. All staff involved in delivering RSHE receive appropriate training and support. Pupil progress and attainment in RSHE will be monitored termly via a mix of Learning Walks, book and planning scrutiny and pupil interviews.

To ensure there is progression in the teaching of RSHE across the school our skills progression document matches the Essential Skills and Attributes of our RSHE curriculum.

All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and family relationships, including single parent families, LGBTQ+ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc.

Coverage

In Key Stage One and Two our RSHE curriculum is organised into three core themes. Children are taught under the strands of Relationships (including RSE), Physical Health and Mental Wellbeing.

In accordance with Relationship and Sex Education guidance, RSE will be taught alongside the Science National Curriculum and in the context of different types of relationships, including friendships, family relationships, encountering strangers.

Pupils will learn

- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships
- how relationships may affect health and wellbeing, including mental health
- healthy relationships and safety online

Through our teaching, staff will have regard that all pupils are taught:

- safety in forming and maintaining relationships
- the characteristics of healthy relationships
- how relationships may affect mental and physical health

Topics and themes will be built upon from year to year taking account of the pupil's development.

The Core Themes are as follows:

- Families and People who care for me
- Respectful Relationships
- Caring Friendships
- Online Relationships
- Being Safe – including around water, roads and railways
- Economic Wellbeing
- Mental Wellbeing – including Loss and Bereavement
- Internet Safety and Harms, including scams, fraud, age restrictions and financial harm linked to gaming and online activity
- Physical Health and Fitness

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- Healthy eating
- Drugs, alcohol and tobacco, including vaping and nicotine addiction
- Health and prevention
- Basic First Aid

Years 5 and 6 only

- Enterprise!

Years 4, 5 and 6 only

- Changing and Growing Up, including menstruation, real words for genitalia and period products

Organisation of the teaching for Relationships and Sex Education

At Charles Kingsley's C of E Primary, we have decided that it is important to include a Relationships and Sex Education programme tailored to the age and the physical and emotional maturity of our pupils in order to protect and prepare the children in our school. Some of the curriculum context with which RSHE is concerned is undertaken incidentally as issues arise from daily events and effective co-ordination ensures continuity and progression in areas that cannot be left to chance.

Year 1 children will be taught to use the correct names for external genitalia. This will enhance safeguarding practises as any child who were to make a disclosure will be able to use language which all adults can share with them.

A gentle approach to teaching early puberty will take place from Year 4 once relationships are established with staff in class and leading into more detail in years 5 and 6. Children will have access to separate changing areas from Year 4 when getting changed for PE.

In Year 5 and Year 6, boys and girls have separate sessions considering puberty and body changes led by the school staff. To ensure complete respect for each other, guidelines and 'ground rules' are made very clear to all teachers and pupils.

We continue to recognise parents and carers as children's primary educators and will:

- inform parents in advance of the intention to teach Relationships and Sex Education
- offer opportunities to view curriculum materials
- provide opportunities for discussion and support

In preparation for our RSE sessions we:

- train teachers to teach RSE;
- listen to the views of the children in our school regarding RSE;
- look positively on any local initiatives that support us in providing the best RSE programme we can devise.

Parental Right to withdraw

Sex Education (as part of RSHE) in Primary schools is not mandatory; however, the statutory National Curriculum for Science in primary schools includes content about human body parts,

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growth, puberty and reproduction. Parents/guardians do not have the right to withdraw from this aspect of the curriculum. Staff will work with the Ethnic Minority Traveller Service to guide the teaching of RSE with children from our traveller community if concern over or withdrawal from sessions has been raised. Parents have the right to withdraw their children from the non-science elements of Sex Education within RSHE. Requests for withdrawal should be made to the Head Teacher. We will invite you to talk through your concerns, review the materials we use and explain our rationale.

Safeguarding and Inclusion

These curriculum developments enhance our safeguarding culture by ensuring pupils are equipped with both the knowledge and skills to stay safe. Teaching continues to:

- be delivered in a safe, inclusive and respectful environment
- reflect the diverse experiences and backgrounds of our pupils
- promote pupil voice and confidence in speaking to trusted adults

Staff will continue to follow statutory safeguarding procedures where concerns arise, and all content is delivered in line with Keeping Children Safe in Education (KCSIE) principles.

All disclosures or concerns are responded to promptly, sensitively and in line with statutory safeguarding procedures. Staff do not promise confidentiality and understand their responsibility to share concerns with DSLs appropriately.

Where families have made us aware that there are currently, have been or may have been historical safeguarding concerns for a child, a personal plan will be considered prior to teaching about sensitive subjects. Where necessary advice will be sought from outside agencies.

In line with best safeguarding practice and statutory guidance, staff explicitly teach children the correct anatomical names for body parts. This supports pupils to develop confidence, self-awareness and the ability to communicate concerns clearly. The use of accurate language is recognised as an important protective factor, enabling children to report worries, inappropriate behaviour or abuse effectively.

The curriculum also reflects a strengthened focus on online safety, ensuring pupils understand risks such as scams, exploitation, unsafe content, and the pressures associated with online communication. Pupils are taught strategies to manage these risks and to seek help where needed.

Staff will ensure that planning and teaching is accessible to all pupils including those with special educational needs and disabilities (SEND). Secure teacher knowledge will promote support and challenge through teaching approaches in line with our Teaching and Learning Policy.

Answering difficult questions:

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. This school believes that individual teachers must use their skill and discretion in these situations.

Pupils' questions should be answered sensitively: due consideration should be given to any particular religious or cultural factors and to parents' wishes.

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It is inappropriate for the teacher to respond to the whole class where a pupil's questions are particularly explicit and specific to personal needs and circumstances.

Use of visitors

There are various people who can resource and support school-based Health and Sex education. These people may include specific companies', parents, the school nurse, EMTAS, religious or health professionals.

Monitoring and Evaluating

The RSHE Lead (Louise Taylor) is responsible for monitoring and evaluating the effectiveness of teaching and learning in RSHE in collaboration with the Senior Leadership Team. The Curriculum Committee of the governing body are responsible for monitoring this policy on a and reporting its findings and recommendations to the full governing body. Staff, pupil and parent views are sought where appropriate.