



Ghyllside Primary School

Relationships Education, Relationships and Sex Education (RSE) and Health Education Policy September 2026

1. Policy Statement

At Ghyllside Primary School, we are committed to delivering a high-quality Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum that enables all pupils to develop the knowledge, skills and attributes they need to thrive as healthy, safe and responsible members of society. Through our use of the **Kapow Primary PSHE and RSE Scheme**, pupils are supported to develop positive relationships, emotional wellbeing, resilience, respect for others and an understanding of how to stay safe both offline and online. The curriculum is delivered in accordance with the Department for Education's statutory guidance, published in July 2025.

2. Curriculum Intent

We intend for all pupils, including those with SEND, to access a broad, balanced and inclusive PSHE, Relationships Education, RSE and Health Education curriculum through the Kapow Primary Scheme, enabling them to develop the skills, knowledge and understanding required to lead safe, healthy and fulfilling lives.

Through the Kapow Primary PSHE and RSE Scheme, we intend that pupils will:

- Develop positive, healthy and respectful relationships.
- Understand the characteristics of healthy friendships and family relationships.
- Recognise and manage risk in both real-life and online situations.
- Develop strategies to support positive mental health and emotional wellbeing.
- Understand how to maintain physical health and adopt healthy lifestyles.
- Respect diversity and appreciate different family structures and communities.
- Develop resilience, confidence, independence and self-esteem.
- Understand the changes associated with growing up and puberty.
- Know how and when to seek help from trusted adults.
- Become responsible and active citizens who contribute positively to society.

We are committed to ensuring that all pupils, including those with SEND, can access a broad and balanced curriculum that prepares them for life in modern Britain.

3. Curriculum Implementation

Relationships Education, RSE and Health Education are delivered primarily through the Kapow Primary PSHE and RSE Scheme of Work, which provides a carefully sequenced, spiral curriculum from EYFS to Year 6 and adapted to meet the needs of individual pupils. These are the Statutory requirements

Learning is structured around five key themes:

Families and Relationships

- Families and people who care for us; Caring friendships; Respectful relationships; Managing conflict; Online relationships

Health and Wellbeing

- Mental health and emotional wellbeing; Healthy lifestyles including eating and physical health and fitness; Self-esteem and resilience; Personal hygiene; Basic first aid

Safety and the Changing Body

- Personal safety; Online safety; Consent and boundaries; Puberty and changing bodies; Seeking support

Citizenship

- Rights and responsibilities; Diversity and inclusion; British Values; Community participation; Basic First Aid

Economic Wellbeing

- Money management; Enterprise; Aspirations and careers

The curriculum is delivered through:

- Weekly PSHE lessons; Assemblies; Circle time activities; Cross-curricular opportunities

Teachers establish safe learning environments which encourage respectful discussion and provide opportunities for reflection and personal development.

Kapow's enquiry-based approach encourages pupils to:

- Reflect on their own experiences; Develop critical thinking skills; Participate in respectful discussion; Apply learning to real-life situations; Build confidence in decision-making.

4. SEND Implementation

The Kapow curriculum is adapted to ensure accessibility for all learners. Staff may:

- Modify resources and vocabulary; Use visual supports and practical activities; Break learning into smaller steps; Revisit key concepts regularly; Provide additional adult support where required; Work collaboratively with the SENDCo, families and external agencies.

These approaches ensure all pupils can access learning about relationships, wellbeing, safety and personal development.

5. Curriculum Impact

Pupils develop positive relationships, understand how to keep themselves safe and healthy, and acquire the confidence and resilience needed to thrive both in school and beyond. Through this approach, all pupils, including those with SEND, make meaningful progress from their individual starting points.

The impact of our curriculum is demonstrated through pupils who:

- Build positive and respectful relationships.
- Show increased confidence and resilience.
- Understand how to keep themselves physically and emotionally healthy.
- Can identify risks and know how to seek support.
- Demonstrate respect, tolerance and empathy towards others.
- Apply online safety knowledge effectively.
- Understand personal boundaries and consent in age-appropriate contexts.
- Are prepared for the next stage of their education and future life.

Impact is monitored through:

- Pupil voice; Lesson observations; Learning walks; Teacher assessment; Monitoring of safeguarding themes; Parent feedback; Governor monitoring

Assessment within Kapow is primarily formative and supports teachers in identifying progress from individual starting points.

6. Inclusion and Equality

We are committed to ensuring that all pupils can access the curriculum appropriately. Teaching will:

- Comply with the Equality Act 2010.
- Reflect the diversity of modern society.
- Recognise different family structures, including families with same-sex parents.
- Be sensitive to pupils' backgrounds, faiths, beliefs and experiences.
- Support pupils with Special Educational Needs and Disabilities (SEND) through appropriate adaptation.

7. Safeguarding

RSHE plays an important role in safeguarding children. Our curriculum helps pupils to:

- Recognise abuse and exploitation.
- Understand consent and boundaries.
- Identify trusted adults.
- Know how to seek support.
- Stay safe online.
- Recognise harmful behaviour including bullying, harassment and inappropriate online content.

Any safeguarding concerns arising from lessons will be managed in accordance with the school's Child Protection and Safeguarding Policy.

8. Working with Parents and Carers

We recognise the vital role that parents and carers play in children's learning.

The school will:

- Consult parents on the policy located on our website; Provide information about curriculum content; Share resources where appropriate; Inform parents when lessons covering puberty and human reproduction are taught; Offer opportunities for discussion and feedback.

9. Right to Withdraw

Parents do not have the right to withdraw their child from:

- Relationships Education
- Health Education
- National Curriculum Science

At Ghyllside Primary School, we choose to teach additional non-statutory sex education in Year 6. Parents may request that their child be withdrawn from these lessons. Requests should be made in writing to the Headteacher as set out in the Government documentation.

10. Roles and Responsibilities

- Governing Body
- Headteacher
- PSHE/RSHE Subject Leader
- Teaching Staff

11. Monitoring and Review

Monitoring of PSHE, Relationships Education and Health Education is the responsibility of the head teacher, named Governor and the PSHE Lead.

The assessment of PSHE, Relationships Education and Health Education is primarily formative.

Teachers use Kapow assessment opportunities to monitor pupils' progress in:

- Knowledge and understanding.
- Personal development.
- Social and emotional skills.
- Application of learning.
- Participation in discussions and learning activities.

Assessment information informs future planning and supports pupils in achieving age-related expectations.

Key Contacts:

Headteacher – Huw Davies

PSHE and RSHE Lead – Liz Meyfroidt

Lead Governor – TBC in September 2026

Safeguarding Children Lead – Emily Garbutt