

Ferring CE Primary School



Policy:	RSHE Policy
Policy date:	Autumn 2026
Review date:	Autumn 2027
Person responsible	Headteacher

1. Introduction

Relationships, Sex and Health Education (RSHE) is an important part of the curriculum at Ferring CE Primary School. It supports pupils to understand themselves, their relationships with others and the world around them. Through RSHE, pupils develop the knowledge, understanding and skills they need to build healthy relationships, care for their physical and mental wellbeing, understand their responsibilities and stay safe, including when using digital technology.

For simplicity and consistency, Ferring CE Primary School uses the term **RSHE** to describe this area of learning. RSHE encompasses statutory Relationships Education and Health Education, together with the school's chosen provision for age-appropriate Sex Education.

RSHE is not viewed as an isolated subject. It contributes to pupils' personal development and is reinforced through the wider curriculum, including Science, Religious Education, Computing, English, Physical Education and our Christian worship and values.

The school uses the **Kapow Primary RSHE curriculum** as the principal framework and resource for teaching. As with all curriculum resources, Kapow is adapted where appropriate to reflect the needs, circumstances and context of our pupils and the ethos of Ferring CE Primary School.

Relationships Education and Health Education are statutory elements of the primary curriculum. The revised Department for Education statutory guidance came into effect on **1 September 2026**, and schools must have regard to this guidance.

Sex Education is not a statutory requirement for primary schools beyond the elements contained within the National Curriculum for Science. Where a primary school chooses to provide additional Sex Education, its policy must clearly define the content and explain parents' right to request that their child is withdrawn from this additional provision.

2. Our Vision

Ferring CE Primary School is a Church of England school. Our Christian vision informs the way in which we teach RSHE and the values which underpin our relationships with children, families and the wider community.

We believe that every child is uniquely created and valued by God and should be enabled to flourish and live life in all its fullness.

Our RSHE curriculum therefore seeks to help children:

- understand and value themselves as unique individuals;
- develop self-respect and respect for others;
- build healthy, positive and respectful relationships;
- understand the responsibilities that come with relationships;
- recognise the dignity and worth of every person;
- develop resilience, confidence and emotional literacy;
- make informed and responsible choices;
- understand how to keep themselves and others safe;
- know when something is wrong or unsafe and know how to seek help;
- appreciate diversity and challenge prejudice and unfairness;
- develop a healthy understanding of their changing bodies;
- prepare appropriately for the opportunities, responsibilities and experiences of later life.

The Church of England encourages schools to develop RSHE that reflects their own Christian ethos while remaining sensitive to the beliefs, faiths, cultures and circumstances of the wider community.

At Ferring, our approach is therefore both **distinctively Christian and inclusive**. We teach children within a moral framework informed by Christian teaching while ensuring that pupils receive accurate, age-appropriate information and learn to treat people with dignity, kindness and respect.

3. Aims

The aims of RSHE at Ferring CE Primary School are to:

1. provide a planned, progressive and age-appropriate programme of Relationships and Health Education;
2. provide pupils with the knowledge and vocabulary needed to understand themselves and their relationships;
3. promote positive physical and mental health and wellbeing;

4. develop pupils' ability to recognise, communicate and manage their emotions;
5. develop resilience and strategies for coping with challenges;
6. teach pupils about healthy and unhealthy relationships and appropriate personal boundaries;
7. teach pupils how to recognise situations which may be unsafe and how to seek help;
8. develop understanding of online safety and responsible digital behaviour;
9. help pupils understand changes that happen as they grow and develop;
10. provide accurate and age-appropriate information about puberty and bodily development;
11. develop pupils' understanding of families and the importance of love, care, commitment and respect;
12. encourage pupils to respect difference and challenge stereotypes and discrimination;
13. support pupils to understand their rights and responsibilities;
14. develop pupils' ability to make informed and responsible choices;
15. ensure that teaching is accessible to all pupils, including pupils with SEND;
16. support pupils' safeguarding by giving them the vocabulary, knowledge and confidence to communicate concerns;
17. provide a safe environment in which pupils can ask questions and discuss issues respectfully;
18. reflect the school's Christian character and values;
19. work in partnership with parents and carers; and
20. prepare pupils for the physical, emotional, moral and social challenges and opportunities of later life.

4. Organisation

Ferring CE Primary School is a **one-form-entry primary school**, with one class in each year group. RSHE is therefore organised as a whole-school, progressive curriculum which can be delivered within each year group's class.

The school does not operate parallel year-group classes. Teachers plan and deliver the Kapow RSHE programme to their own class, with appropriate adaptations for the needs of the pupils within that cohort.

The RSHE curriculum is planned progressively from Reception through to Year 6. Learning is revisited so that pupils encounter important concepts more than once and can develop increasing knowledge, vocabulary, confidence and independence.

The school uses Kapow Primary as its principal RSHE scheme. The scheme provides a structured sequence of lessons and resources which are adapted by teachers where necessary to ensure that teaching is appropriate for the particular pupils in the class. RSHE is also reinforced through other areas of school life.

Opportunities arise within:

- Science;
- Religious Education;
- Computing and online safety;
- English;
- Physical Education;
- Collective Worship;
- school rules and behaviour education;
- safeguarding education;
- assemblies;
- pastoral support; and
- wider opportunities for personal development.

5. What is distinctive about our RSHE because we are a Church of England school?

The statutory RSHE framework allows schools with a religious character to teach the required curriculum within the context of their religious ethos. At Ferring CE Primary School, our teaching is informed by Christian beliefs concerning:

- the dignity and value of every person;
- love and compassion;
- respect;
- forgiveness;
- honesty;
- kindness;
- responsibility;
- self-control;
- courage;
- faithfulness;
- service to others; and
- the importance of healthy and loving relationships.

We teach that relationships should be characterised by love, trust, respect, honesty and responsibility.

Within our Christian context, marriage is understood as a lifelong commitment and an important context for family life and sexual relationships. At the same time, teaching does not seek to impose a single personal response on pupils or families. Pupils are taught to listen respectfully, consider different viewpoints and treat others with dignity.

The Church of England's approach encourages RSHE to be rooted in Christian teaching while providing accurate information, promoting healthy relationships and recognising the needs of pupils in a pluralistic society.

As part of RSHE, pupils may:

- reflect on Bible stories and Christian teaching;
- consider what Christian beliefs say about human dignity and relationships;
- explore concepts such as love, forgiveness, compassion, responsibility and justice;
- consider how Christian values can inform the way people treat themselves and others;
- recognise that people hold different beliefs and opinions;
- learn to discuss differences respectfully.

Our Christian character does not reduce our commitment to inclusion. The school complies with the Equality Act 2010 and seeks to promote equality, respect and good relations between all members of the school community.

The DfE guidance requires schools to comply with the Equality Act 2010 when teaching RSHE and to ensure that teaching does not discriminate against or harass pupils.

6. How our RSHE curriculum reflects our local context

Ferring CE Primary School serves its own distinctive local community. We recognise that children come to school with different experiences, family circumstances, cultures, beliefs, levels of maturity and understanding.

Our curriculum therefore provides a common foundation of knowledge and skills while allowing teachers to respond sensitively to the needs of the individual class and individual pupils.

As a one-form-entry school, teachers know their pupils well and are able to adapt lessons appropriately where a pupil's circumstances, SEND, developmental stage or prior experience require this.

We recognise that pupils may experience:

- different family structures;
- changes in family circumstances;
- bereavement;
- separation;
- fostering or adoption;
- differing cultural and religious practices;

- different levels of access to technology;
- different experiences of online communication;
- different levels of maturity;
- different experiences of friendship and peer relationships.

Where appropriate, these circumstances are reflected in teaching examples so that pupils can recognise themselves and others within the curriculum.

We do not expect pupils to disclose personal experiences during RSHE lessons. Teachers use fictional, hypothetical or general scenarios wherever possible.

The school also considers pupil voice, parental feedback, safeguarding information, pastoral information and staff observations when reviewing RSHE provision.

7. The Curriculum

Through the Kapow Primary RSHE curriculum, pupils learn about a range of topics which support their wellbeing, relationships, safety and personal development.

The curriculum is organised around key concept areas which are revisited and developed throughout primary education.

7.1 My Healthy Self

Pupils learn how to look after their physical and mental health and make choices which support wellbeing.

This includes learning about:

- healthy lifestyles;
- physical activity;
- sleep;
- personal hygiene;
- healthy eating;
- emotional wellbeing;
- managing emotions;
- resilience;

- recognising when they need help;
- developing healthy routines; and
- the relationship between lifestyle choices and wellbeing.

Food education focuses on balance, variety and moderation rather than labelling foods as simply 'good' or 'bad'. Pupils learn to think critically about food choices and nutritional information.

7.2 Connecting with Others

Pupils learn how to build and maintain positive relationships.

This includes:

- friendship;
- kindness;
- respect;
- listening;
- communication;
- cooperation;
- managing disagreements;
- resolving conflict;
- personal boundaries;
- recognising healthy and unhealthy relationships;
- consent and permission in age-appropriate contexts;
- recognising inappropriate behaviour; and
- seeking help.

7.3 The Online World

Pupils learn to use technology responsibly and safely.

Learning includes:

- online communication;
- recognising that online information may not be accurate;

- understanding that people online may not always be who they claim to be;
- safe and respectful communication;
- recognising inappropriate or worrying content;
- understanding age restrictions;
- knowing when to seek help;
- understanding how online activity can affect wellbeing;
- recognising the influence of advertising and online content; and
- thinking critically about information and images encountered online.

Teaching about online safety is reinforced through Computing and the school's wider safeguarding provision.

7.4 Citizenship

Pupils learn about:

- communities;
- rules;
- rights and responsibilities;
- fairness;
- equality;
- diversity;
- democracy;
- contributing to society;
- money and financial responsibility; and
- their responsibilities towards others.

7.5 Staying Safe

Pupils learn how to:

- recognise risks;
- identify situations which may be unsafe;
- establish personal boundaries;
- respond appropriately to unwanted behaviour;
- seek help;

- identify trusted adults;
- communicate concerns;
- understand that abuse is never a child's fault;
- stay safe online and offline; and
- respond to emergencies and situations requiring help.

7.6 Growing Up

Pupils learn about growing and changing bodies in an age-appropriate and progressive way.

This includes:

- how people grow and change;
- emotional changes;
- physical changes;
- puberty;
- menstruation;
- erections and wet dreams;
- personal hygiene;
- body image;
- respecting their own bodies; and
- respecting the bodies and boundaries of others.

Correct anatomical vocabulary is taught where appropriate. The use of accurate terminology supports pupils' understanding and safeguarding because it gives children the language they need to describe their bodies and communicate concerns.

7.7 Health Protection

Pupils learn about:

- personal hygiene;
- preventing illness;
- germs;
- vaccinations;
- healthy habits;

- basic first aid;
- medicines and medicines safety;
- accidents and emergencies;
- keeping themselves and others safe.

8. Sex Education

8.1 Statutory position

Relationships Education and Health Education are statutory in primary schools.

Additional Sex Education is **not compulsory** in primary schools. The statutory guidance permits primary schools to choose to teach age-appropriate Sex Education beyond the Science curriculum, provided the school has a clear policy explaining the content and arrangements.

Ferring CE Primary School chooses to provide an age-appropriate programme of additional Sex Education as part of its RSHE curriculum.

The purpose of this additional provision is to prepare pupils appropriately for adolescence and secondary education, using accurate, factual and age-appropriate information.

8.2 Content

The additional Sex Education programme is delivered in **Year 6** through the school's Kapow curriculum.

It builds upon statutory learning about relationships, growing up, puberty and the human life cycle.

The Year 6 provision may include age-appropriate learning about:

- reproduction;
- fertilisation;
- conception;
- the role of sperm and egg cells;
- how a pregnancy begins;
- the development of a baby;
- birth;
- relationships and responsibility; and
- preparing for secondary school and adolescence.

Where scientific content forms part of the National Curriculum for Science, it is taught as Science and is not subject to the parental right of withdrawal that applies to additional Sex Education.

9. Puberty, body development and Science

It is important that parents and pupils understand the distinction between **statutory Science**, **statutory Relationships and Health Education** and the school's **additional Sex Education**.

Pupils will learn about growing and changing bodies before Year 6.

This may include:

- naming body parts;
- physical development;
- puberty;
- menstruation;
- erections;
- wet dreams;
- body hair;
- hygiene;
- emotional changes; and
- preparing for puberty.

This learning is an important part of statutory Relationships and Health Education and, where applicable, Science. It is therefore not withdrawn simply because a parent does not wish their child to participate in the school's additional Sex Education.

The DfE guidance confirms that there is **no right to withdraw from Relationships Education or Health Education**. Parents may request withdrawal from additional Sex Education taught by a primary school.

10. Right of withdrawal

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

They cannot withdraw their child from relevant National Curriculum Science teaching, including statutory teaching about human development and reproduction.

Parents and carers **may request that their child is withdrawn from additional Sex Education** provided by the school.

The DfE guidance states that headteachers should automatically grant a request to withdraw a pupil from primary Sex Education other than where the content forms part of the Science curriculum. Where a pupil is withdrawn, the school must provide appropriate and purposeful education during that period.

If a parent wishes to withdraw their child from the additional Year 6 Sex Education programme, they should contact the Headteacher in writing.

The Headteacher may meet with the parent/carer to ensure that:

- the parent understands exactly which provision is being withdrawn from;
- the parent understands the distinction between Sex Education, Relationships Education, Health Education and Science;
- the school understands the parent's request; and
- appropriate alternative provision can be arranged.

The decision and arrangements will be recorded.

A pupil who is withdrawn will receive purposeful alternative learning during the relevant lessons.

11. Teaching and Learning

RSHE is taught in an age-appropriate, sensitive and inclusive manner.

Teachers will:

- establish clear ground rules;
- use appropriate and accurate vocabulary;
- avoid requiring pupils to disclose personal experiences;
- use fictional scenarios where possible;
- allow pupils to ask questions;
- respond sensitively to questions;
- acknowledge when a question cannot be answered immediately;
- seek advice where necessary;

- ensure that information is factually accurate;
- consider pupils' developmental stages;
- adapt resources for pupils with SEND;
- promote respect and dignity;
- challenge stereotypes and discriminatory language;
- avoid humiliating or embarrassing pupils; and
- make safeguarding expectations clear.

RSHE lessons are not therapy or counselling sessions. Where a pupil requires individual support, this will be addressed through the school's pastoral and safeguarding systems.

12. Ground Rules and Difficult Questions

Because RSHE can involve sensitive subjects, teachers will establish clear expectations in line with our school rules, Ready, Respectful and Safe before teaching potentially sensitive material.

These may include:

- we listen to others;
- we do not laugh at or ridicule another person;
- we do not share another person's personal information;
- we can choose not to answer a question publicly;
- we use respectful language;
- we do not ask classmates personal questions;
- we can ask questions anonymously where appropriate; and
- adults may need to act if a child tells them something which raises a safeguarding concern.

Children are encouraged to ask questions, but teachers will use professional judgement when deciding how and when questions should be answered.

If a question is inappropriate for the age or developmental stage of the class, the teacher may explain that it is not something that can be discussed within that lesson and, where appropriate, arrange an individual response.

Teachers should not provide personal advice or share their own experiences.

13. Child Protection and Safeguarding

RSHE contributes directly to the school's safeguarding responsibilities.

The 2026 edition of **Keeping Children Safe in Education** came into force on 1 September 2026. It reinforces that safeguarding is everyone's responsibility, that staff should act immediately on concerns and that concerns should be reported to the Designated Safeguarding Lead or Deputy without delay.

RSHE can sometimes prompt pupils to disclose information about abuse, neglect, exploitation or other safeguarding concerns.

Staff must therefore:

- listen carefully;
- remain calm;
- take pupils seriously;
- avoid leading questions;
- not investigate;
- not promise confidentiality;
- explain, where appropriate, that information may need to be shared to keep the child safe;
- record concerns accurately;
- report concerns to the DSL/DDSL without delay; and
- follow the school's Child Protection and Safeguarding Policy.

Children are taught that they have the right to feel safe and that they should tell a trusted adult if something worries them.

14. Confidentiality

Pupils should understand that RSHE is a respectful and safe environment, but teachers cannot promise absolute confidentiality.

If a pupil discloses information which suggests that they or another child may be at risk of harm, the teacher must follow the school's safeguarding procedures.

Staff should not attempt to resolve safeguarding concerns through RSHE teaching.

15. Equality, Inclusion and Diversity

Ferring CE Primary School is committed to providing an inclusive RSHE curriculum. We recognise the protected characteristics set out in the Equality Act 2010 and will ensure that teaching does not unlawfully discriminate against pupils.

The DfE's statutory guidance requires schools to comply with the Equality Act 2010 and to teach equality and respect appropriately. It also encourages primary schools to include different family arrangements, including same-sex parents, when teaching about families.

Our teaching will:

- recognise different family structures;
- promote respect for all pupils and families;
- challenge stereotypes;
- challenge prejudice and discriminatory language;
- avoid assumptions about pupils' family circumstances;
- recognise differences in culture, religion and belief;
- ensure that examples and resources are appropriately inclusive; and
- maintain the school's Christian ethos.

The purpose is not to require children to adopt particular personal beliefs, but to ensure that pupils understand how to treat others with dignity and respect.

16. Special Educational Needs and Disabilities

All pupils are entitled to participate in RSHE.

Pupils with SEND may require:

- additional explanation;
- repetition;
- visual resources;
- simplified language;
- additional processing time;

- adapted resources;
- pre-teaching of vocabulary;
- individual or small-group support; or
- alternative ways of demonstrating understanding.

Teachers will consider individual pupils' needs when planning RSHE and work with the SENCO and other professionals where appropriate.

17. Assessment

RSHE is assessed against the intended learning outcomes within the Kapow curriculum and the school's curriculum expectations.

Teachers use a range of approaches, including:

- questioning;
- discussion;
- observation;
- pupil work;
- retrieval activities;
- quizzes;
- reflection;
- pupil self-assessment; and
- teacher assessment.

Assessment focuses on what pupils know, understand and can apply.

RSHE assessment is not intended to assess pupils' personal beliefs, family circumstances or personal experiences.

Pupils should not be required to disclose personal information as evidence of learning.

18. Resources

The school uses resources provided through the Kapow Primary RSHE scheme.

Teachers are responsible for ensuring that resources:

- are age-appropriate;
- are accurate;
- are suitable for the pupils being taught;
- reflect the school's Christian ethos;
- comply with the school's safeguarding expectations; and
- are adapted where necessary.

Parents and governors may request information about the resources used in RSHE and may, through appropriate arrangements with the school, view resources used for sensitive or additional Sex Education.

19. The Role of Parents and Carers

Ferring CE Primary School recognises parents and carers as the primary educators of their children in matters of relationships, values and personal development.

We seek to establish a positive partnership with parents and carers based on trust, openness and mutual respect.

The school will:

- publish its RSHE policy;
- make the policy available to parents and carers;
- explain the broad content and purpose of RSHE;
- communicate information about sensitive elements of the curriculum appropriately;
- provide parents with opportunities to ask questions;
- make relevant resources available where appropriate;
- listen to parental concerns;
- take account of parental views when reviewing provision; and
- explain clearly the distinction between statutory and non-statutory content.

20. Pupil Voice

Pupils' views are considered when reviewing RSHE provision.

Pupils may contribute through:

- discussions;
- pupil voice activities;
- questionnaires;
- class feedback;
- school council discussions;
- conversations with teachers; and
- other appropriate consultation.

21. The Role of Pupils

Pupils are expected to:

- participate positively in RSHE;
- listen respectfully to others;
- use appropriate language;
- respect different views and experiences;
- avoid making personal comments about classmates;
- maintain agreed ground rules;
- ask questions appropriately; and
- tell a trusted adult if something worries them;
- be ready, respectful and safe

Pupils should understand that they have the right to ask for help and that concerns about safety will be taken seriously.

22. The Role of Staff

All staff involved in delivering RSHE are responsible for:

- delivering lessons sensitively;
- following the school's curriculum and policy;
- maintaining professional boundaries;
- using accurate and age-appropriate language;
- adapting teaching for pupils' needs;
- establishing appropriate ground rules;
- responding appropriately to questions;

- identifying and reporting safeguarding concerns;
- respecting confidentiality requirements;
- working in partnership with parents and carers; and
- seeking support where a matter falls outside their expertise.

Staff should not introduce personal opinions or experiences in a way which could undermine the school's agreed curriculum or Christian ethos.

23. The Role of the RSHE Lead

The **PSHE/RSHE Lead** has responsibility for coordinating RSHE across the school.

This includes:

- supporting teachers with curriculum planning;
- overseeing progression;
- supporting staff with resources;
- monitoring implementation;
- reviewing curriculum coverage;
- supporting staff subject knowledge;
- liaising with the Headteacher;
- considering pupil and parent feedback;
- keeping up to date with statutory guidance;
- identifying training needs; and
- reporting on RSHE provision as appropriate.

24. The Role of the Headteacher

The Headteacher is responsible for ensuring that:

- the RSHE policy is implemented effectively;
- statutory requirements are met;
- staff understand their responsibilities;
- appropriate resources are available;
- staff receive appropriate training and support;
- safeguarding procedures are followed;

- parents are appropriately informed;
- requests for withdrawal are dealt with correctly;
- the policy is reviewed;
- governors are informed about the effectiveness of RSHE; and
- RSHE contributes positively to pupils' personal development.

25. The Role of the Governing Body

The Governing Body is responsible for approving and reviewing the RSHE policy.

Governors will:

- ensure that the school has an appropriate RSHE policy;
- ensure that statutory requirements are considered;
- support the school's Christian approach;
- ensure that the curriculum is appropriate for pupils' age and developmental stage;
- consider how equality and inclusion are addressed;
- monitor the effectiveness of provision;
- consider feedback from parents and pupils;
- ensure that the school provides appropriate safeguarding arrangements; and
- review the policy at least annually.

26. Training

Staff will receive appropriate support and training to enable them to deliver RSHE confidently and sensitively.

Training needs may be identified through:

- curriculum monitoring;
- staff feedback;
- changes in statutory guidance;
- safeguarding information;
- emerging local or national issues;
- changes to the Kapow curriculum; and
- individual staff development needs.

27. Monitoring and Evaluation

The Headteacher, supported by the RSHE Lead, will monitor the effectiveness of RSHE. Monitoring may include:

- reviewing planning;
- reviewing curriculum coverage;
- looking at pupils' work;
- talking to pupils;
- observing lessons where appropriate;
- reviewing assessment information;
- considering pupil voice;
- reviewing parent feedback;
- considering safeguarding information;
- monitoring staff confidence; and
- reviewing the suitability of resources.

Monitoring should consider both **implementation** and **impact**.

The purpose is not simply to establish whether lessons have been delivered, but whether pupils have developed the knowledge, understanding and skills intended by the curriculum.

The findings of monitoring will inform future curriculum planning and staff development.

Governors will receive appropriate information about the effectiveness of RSHE as part of their monitoring of curriculum and personal development.

28. Responding to Changes in Need

RSHE will be reviewed in response to:

- changes in statutory guidance;
- safeguarding trends;
- pupil needs;
- local issues;
- parent feedback;

- pupil voice;
- staff feedback;
- changes to online risks;
- developments in the Kapow curriculum; and
- relevant national guidance.

29. Complaints Procedure

Any concerns about RSHE should initially be raised with the class teacher or RSHE Lead.

If the matter cannot be resolved, parents and carers may raise their concern with the Headteacher.

Formal complaints will be dealt with in accordance with the school's **Complaints Policy**.

Frequently Asked Questions

Is Relationships Education compulsory?

Yes.

Relationships Education is statutory in primary schools. Parents and carers do not have a right to withdraw their child from Relationships Education.

Is Health Education compulsory?

Yes.

Health Education is statutory for pupils in state-funded primary schools. Parents and carers do not have a right to withdraw their child from statutory Health Education.

Is Sex Education compulsory in primary school?

No, not beyond the relevant Science curriculum.

Primary schools may choose to provide additional, age-appropriate Sex Education.

Ferring CE Primary School chooses to provide additional Sex Education in **Year 6**.

Can I withdraw my child from Sex Education?

Yes, where the lesson is additional Sex Education rather than statutory Science, Relationships Education or Health Education.

Parents and carers can request that their child is withdrawn from the school's additional Sex Education programme.

The DfE guidance states that requests to withdraw from primary Sex Education should be granted, except that the right does not apply to content forming part of the Science curriculum.

Can I withdraw my child from lessons about puberty?

No.

Learning about growing up and puberty forms part of the statutory Relationships and Health Education programme and may also form part of Science.

Children need this knowledge to understand the changes they experience as they grow.

Will children learn the correct names for body parts?

Yes.

Children are taught accurate anatomical terminology in an age-appropriate way.

This is important for education, health and safeguarding. Accurate vocabulary can help children communicate clearly if something has happened to them or if they have a concern.

Will boys and girls be taught about puberty?

All pupils need to understand puberty and the changes that happen to different bodies.

The DfE guidance does not require schools to teach puberty separately to boys and girls. Teaching pupils together can help normalise puberty and develop empathy and respect.

Teachers may use professional judgement about the organisation of particular discussions or activities where this would support pupils' comfort and learning.

Will children learn about different families?

Yes.

Children learn that families can look different and that families should be characterised by care, love, respect and responsibility.

Teaching may include a range of family structures, including families with married parents, unmarried parents, single parents, stepfamilies, adoptive families, foster families and families with same-sex parents.

This is consistent with the DfE's guidance encouraging primary schools to include same-sex parents alongside other family arrangements when teaching about families.

Will children be taught about sexual orientation?

The school teaches pupils to respect people and families and to challenge prejudice and discrimination.

Where different family structures or relationships are discussed, children may encounter families with same-sex parents.

Teaching is age-appropriate and focused on relationships, respect, equality and family life.

Will children be taught about gender identity?

The school's primary RSHE curriculum is not designed as a programme of teaching about gender identity.

However, pupils are taught to treat others with dignity and respect, challenge stereotypes and avoid discriminatory or unkind behaviour.

Where issues arise naturally in school life, they will be dealt with sensitively and appropriately by staff within the school's wider safeguarding, equality and pastoral frameworks.

Why does the school teach about online relationships and communication?

Children may encounter online communication through games, messaging, video platforms and shared devices.

RSHE therefore helps pupils understand that the same principles which underpin healthy relationships offline — kindness, respect, boundaries and safety — also apply online.

Pupils learn to recognise when something online is worrying or inappropriate and how to seek help.

Will children be shown inappropriate material to teach them about online safety?

No.

The curriculum uses age-appropriate scenarios and resources.

Teachers do not need to expose pupils to harmful or explicit material in order to teach them how to recognise risk.

What happens if my child asks a question that is too mature for the class?

Teachers use professional judgement.

Children are encouraged to ask questions, but a teacher may explain that a particular question is not appropriate to answer in the whole-class setting.

The teacher may answer individually, provide an age-appropriate explanation or seek advice from the RSHE Lead or Headteacher.

What happens if my child tells the teacher something worrying during an RSHE lesson?

The teacher will listen carefully and take the concern seriously.

They cannot promise confidentiality.

Where there is a safeguarding concern, the teacher will follow the school's Child Protection and Safeguarding Policy and report the concern to the DSL or DDSL without delay.

This is consistent with the safeguarding expectations in **Keeping Children Safe in Education 2026**.

How does the school make RSHE accessible to children with SEND?

Teachers adapt teaching and resources according to individual need.

This may include:

- simplified language;
- repetition;
- visual resources;
- additional processing time;
- pre-teaching;
- adapted activities;
- individual support; and
- collaboration with the SENCO.

Children with SEND should receive RSHE rather than being automatically excluded from it.

How does the Christian character of the school affect RSHE?

Ferring CE Primary School teaches RSHE within its Christian ethos.

This means that concepts such as dignity, love, respect, responsibility, faithfulness, compassion, forgiveness and service are important parts of the school's approach.

The Church of England recognises that schools should reflect their Christian ethos while providing accurate, age-appropriate and inclusive RSHE.

How can parents find out more?

Parents and carers are welcome to contact the school if they have questions about RSHE.

The school can provide information about:

- the RSHE policy;
 - the curriculum;
 - the content being taught;
 - the Kapow resources used;
 - the distinction between statutory and non-statutory content; and
 - the arrangements for requesting withdrawal from additional Sex Education.
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Governor approval

This policy was approved by the Full Governing Body of Ferring CE Primary School on:

Date: _____

Chair of Governors: _____

Signature: _____

Headteacher: _____

Signature: _____

Next review: Autumn 2027

Curriculum Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EYFS	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Year 1	My healthy self: How can we look after our emotions?	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Citizenship: How can I help others and the environment?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?
Year 2	My healthy self: How can we look after our bodies?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?	Citizenship: How do people belong to a community and earn money?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3	My healthy self: How can I take care of my mind and body?	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	My healthy self: How can I support my mind and body as I grow?	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?

Year 6	My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents and carers?
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EYFS

Autumn 1	<u>Self-regulation: My feelings</u> 6 lessons Recognising and describing different feelings, and learning strategies to regulate and feel calm.	Autumn 2	<u>Building relationships: Special relationships</u> 6 lessons Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own strengths as individuals.
Spring 1	<u>Managing self: Taking on challenges</u> 6 lessons Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	Spring 2	<u>Self-regulation: Listening and following instructions</u> 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.
Summer 1	<u>Building relationships: My family and friends</u> 6 lessons Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.	Summer 2	<u>Managing self: My wellbeing</u> 6 lessons Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Year 1

Autumn 1	<u>My healthy self: How can we look after our emotions?</u> 6 lessons Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.	Autumn 2	<u>Connecting with others: How can I help myself and others feel happy and safe?</u> 6 lessons Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.
Spring 1	<u>The online world: How do we spend time online?</u> 6 lessons Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.	Spring 2	<u>Citizenship: How can I help others and the environment?</u> 6 lessons Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.
Summer 1	<u>Health protection: How can I protect myself and others in daily life?</u> 6 lessons Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.	Summer 2	<u>Staying safe: How can I stay safe?</u> 6 lessons Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

Year 2

Autumn 1	<u>My healthy self: How can we look after our bodies?</u> 6 lessons Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.	Autumn 2	<u>Connecting with others: How can I build safe, kind and caring relationships with others?</u> 6 lessons Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.
Spring 1	<u>The online world: How can we stay safe online?</u> 6 lessons Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.	Spring 2	<u>Citizenship: How do people belong to a community and earn money?</u> 6 lessons Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from.
Summer 1	<u>Growing up: How can we look after and respect our bodies as we grow?</u> 6 lessons Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.	Summer 2	<u>Staying safe: How can I make safe choices in different places?</u> 6 lessons Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.

Year 3

Autumn 1	<u>My healthy self: How can I take care of my mind and body?</u> 6 lessons Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.	Autumn 2	<u>Connecting with others: What helps us feel safe and included?</u> 6 lessons Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.
Spring 1	<u>The online world: How should we communicate online?</u> 6 lessons Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.	Spring 2	<u>Citizenship: What rights and responsibilities do we have?</u> 6 lessons Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet the needs of their communities.
Summer 1	<u>Health protection: How can we prevent illness and injury and respond if they happen?</u> 0 lessons Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999. These lessons will be live from 21st September.	Summer 2	<u>Citizenship: What careers do people choose and why?</u> 0 lessons Learning about the world of work by exploring different jobs and career routes, what can influence career choices and how strengths and skills can be useful across different roles. Pupils develop an understanding of gender stereotypes and how they can be challenged, while considering why people may change careers and how existing skills and experience can support new opportunities.

Year 4

Autumn 1	<u>My healthy self: How can I make healthy choices?</u> 6 lessons Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others.	Autumn 2	<u>Connecting with others: How can we respect each other?</u> 6 lessons Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.
Spring 1	<u>The online world: How can we decide what to trust online?</u> 6 lessons Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.	Spring 2	<u>Citizenship: How can I spend money responsibly?</u> 0 lessons Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.
Summer 1	<u>Growing up: How will my body and emotions change as I grow up?</u> 6 lessons Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.	Summer 2	<u>Staying safe: What signs help me recognise what is safe or unsafe?</u> 6 lessons Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.

Year 5

Autumn 1	<u>My healthy self: How can I support my mind and body as I grow?</u> 6 lessons Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	Autumn 2	<u>Connecting with others: Why are healthy relationships important?</u> 6 lessons Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.
Spring 1	<u>The online world: How am I influenced by what I see online?</u> 6 lessons Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	Spring 2	<u>Citizenship: How can we make a difference in our communities and beyond?</u> 6 lessons Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.
Summer 1	<u>Growing up: How can I manage the changes to my body and emotions as I grow up?</u> 6 lessons Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.	Summer 2	<u>Citizenship: How can we be in control of our money?</u> 0 lessons

Autumn 1	<u>My healthy self: How do my choices today shape my future health?</u> 6 lessons Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.	Autumn 2	<u>Connecting with others: What does it mean to stand up for myself and others?</u> 6 lessons Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Spring 1	<u>The online world: How do I feel about the things I see online?</u> 6 lessons Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.	Spring 2	<u>Citizenship: How can we protect everyone's rights?</u> 0 lessons Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.
Summer 1	<u>Staying safe: How can I stay safe as I grow up?</u> 3 lessons Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.	Summer 2	<u>Sex education: How do people become parents and carers?</u> 6 lessons Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.