

Little Digmoor PSHE (including Relationships and Sex Education (RSE)) Policy



LITTLE DIGMOOR PRIMARY SCHOOL

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Overview/Introduction:

The teaching and learning of PSHE and RSE at Little Digmoor links directly to our whole-school curriculum intent. PSHE stands for Personal, Social, Health and Economic Education, while RSE refers to Relationships and Sex Education.

At Little Digmoor, we use the Kapow Primary RSE and PSHE scheme to support the planning and delivery of our PSHE curriculum. The scheme provides a progressive and carefully sequenced programme which supports coverage of the statutory Relationships Education and Health Education requirements. It is adapted where necessary to reflect the needs, context and circumstances of our pupils and school community.

At Little Digmoor, our PSHE curriculum is rooted in supporting the development of the whole child. Through an age-appropriate and carefully sequenced curriculum, pupils develop the knowledge, skills and confidence they need to understand themselves, build positive relationships, stay safe and make healthy and responsible choices. The curriculum encompasses three key areas: **Relationships Education, Sex Education and Health Education**.

Relationships Education supports pupils to understand families and people who care for them, caring friendships, respectful relationships and how to keep themselves safe. Children develop their understanding of kindness, respect, boundaries, consent, privacy and bodily autonomy, alongside recognising bullying, stereotypes and relationships that may be unsafe. This also includes online safety and awareness, helping pupils to communicate responsibly online, protect personal information, recognise harmful content and behaviour and know how to seek help.

Sex Education is taught in an age-appropriate manner and builds on pupils' understanding of relationships, growing and developing bodies. Where taught beyond the statutory requirements, this may include aspects of human reproduction, conception and birth. This content is clearly identified within our curriculum and is taught sensitively, supporting pupils to develop accurate knowledge and understanding as they prepare for the next stages of their lives.

Health Education supports pupils to develop positive physical and mental health and wellbeing. This includes general wellbeing, wellbeing online, physical health and fitness, healthy eating, health protection and prevention, personal safety and basic first aid. Pupils also learn about drugs, alcohol, tobacco and vaping, as well as developing bodies, including growth, puberty, body parts and the physical and emotional changes that take place as they grow.

Overall, PSHE and RSE plays an important role in safeguarding our pupils and preparing them for life. It equips children with the knowledge, skills and resilience they need to recognise risks, understand healthy and respectful relationships, make safe and informed choices and know when and how to seek help. We aim for every child to feel valued, respected and confident to speak to a trusted adult, while developing the empathy, independence and responsibility needed to lead healthy, safe and fulfilling lives and make a positive contribution to their school, family and wider community.

Subject Content

R(S)HE is taught within the subject of PSHE within the school and that this is taught inline with the statutory guidance. A definition of PSHE is below:

'PSHE education is the **school subject** through which children and young people acquire the **knowledge, understanding and skills** they need to **manage their lives**, now and in the future.

PSHE education develops the qualities and attributes pupils need to **thrive as individuals, family members and members of society**'

(PSHE Association, 2024)

Our PSHE and RSE curriculum is supported by the Kapow Primary RSE and PSHE scheme, which is mapped to the statutory requirements for Relationships Education and Health Education. The curriculum is carefully sequenced so that knowledge and understanding are revisited and developed as pupils progress through the school.

As part of PSHE, Little Digmoor teaches the statutory elements of **Relationships Education and Health Education** as part of a broad, balanced and carefully sequenced curriculum. These areas are taught in an age-appropriate and inclusive way, with content revisited and developed as pupils progress through the school. The statutory guidance identifies the following areas of curriculum content for primary pupils.

Relationships Education covers:

- **Families and people who care for me** – family life, different family structures, caring relationships and recognising when a relationship may feel unsafe.
- **Caring friendships** – making and maintaining friendships, kindness, loneliness, managing disagreements and seeking support.
- **Respectful, kind relationships** – respect, boundaries, communication, conflict, self-respect, bullying, stereotypes and valuing differences.
- **Online safety and awareness** – respectful online behaviour, privacy, personal information, online risks, harmful content and contact, peer pressure and knowing how to report concerns.
- **Being safe** – personal boundaries, privacy, bodily autonomy, appropriate and inappropriate contact, recognising unsafe relationships, abuse and knowing how and where to seek help.

Health Education is a statutory part of the primary curriculum and therefore cannot be withdrawn from by parents. It covers:

- **General wellbeing** – emotions, mental wellbeing, resilience, self-care, loneliness, bereavement and seeking support.
- **Wellbeing online** – the impact of online activity on wellbeing, screen time, gaming, social media, scams, financial harms and responsible online behaviour.
- **Physical health and fitness** – the benefits of physical activity and the risks associated with an inactive lifestyle.
- **Healthy eating** – healthy diets, nutrition, preparing healthy meals and developing a healthy relationship with food.
- **Drugs, alcohol, tobacco and vaping** – legal and illegal harmful substances, including smoking, vaping, alcohol, drugs and nicotine addiction.
- **Health protection and prevention** – recognising signs of illness, sun safety, sleep, dental health, personal hygiene, germs, infection, vaccination and immunisation.
- **Personal safety** – recognising hazards and keeping safe around roads, railways and water.
- **Basic first aid** – responding to common injuries and knowing how to contact emergency services.
- **Developing bodies** – growth, puberty, correct anatomical terminology, personal boundaries and menstruation.

Sex Education is not statutory in primary schools. At Little Digmoor, we provide age-appropriate Sex Education in Year 6, in line with the Kapow scheme of work. This content is additional to the statutory Relationships Education, Health Education and Science curriculum and includes age-appropriate teaching about human reproduction, conception and pregnancy and birth.

Where Sex Education is taught beyond the statutory Science curriculum, this will be clearly identified to parents. Parents are informed and consulted before Sex Education is delivered and have the right to request that their child is withdrawn from these lessons. If parents wish to withdraw their child, they may do so using the **Sex Education Withdrawal Form in Appendix 3**.

Parents **cannot withdraw** their child from statutory Relationships Education or Health Education, or from relevant content taught as part of the Science curriculum. This includes statutory teaching about developing bodies, puberty, menstruation and sexual reproduction.

Transparency and Parental Engagement

At Little Digmoor, we believe that strong relationships between school and families are essential to effective PSHE and RSE. We are committed to being open and transparent about what is taught, when it is taught and the resources used. Parents are able to view the curriculum overview and teaching materials used within PSHE and RSE by contacting the school office to arrange an appointment with the PSHE lead who will be happy to share and discuss any materials used in school. Additionally, parents may view the Kapow website and can find answers to any frequently asked questions via this link: [RSE & PSHE Parent Information | Kapow Primary](#)

Parents are encouraged to discuss any questions or concerns with the school. Where sex education is taught in primary school, parents will be informed of the content in advance and will have the opportunity to view the relevant materials. The school will also ensure that parents are aware of their right to request withdrawal from these lessons.

A detailed overview of the curriculum content and when it is taught is provided in **Appendix 2 – PSHE and RSE Curriculum Overview**.

How the subject is taught

PSHE and RSE is taught through a progressive and carefully sequenced curriculum which builds on pupils' prior knowledge, understanding and experiences. Content is revisited at appropriate points throughout the year, allowing pupils to develop their knowledge and skills progressively as they move through the school. Teaching is age appropriate and reflects the needs and developmental stage of our pupils.

PSHE and RSE is taught by familiar adults within school, who know the children well and understand their individual needs and circumstances. This helps pupils to feel safe and confident when discussing topics which may be personal or sensitive.

At times, the curriculum may also be supplemented and enhanced through special events, themed weeks, assemblies, workshops and visits from external professionals. External visitors are carefully selected to complement and enhance the learning already taking place within school and to meet the needs of our pupils. They are evaluated for both safeguarding and quality purposes to ensure that they are appropriate and suitable to enhance the provision available to our children.

External providers and visitors may include:

- Fire Service
- Paramedics
- School nurses/health professionals
- Dentists/dental professionals

All external visitors are subject to the school's relevant safeguarding procedures and expectations. Appropriate safeguarding information is shared with visitors before they work with pupils and the school ensures that any necessary checks are completed. A member of school staff will remain present during external provider sessions to support pupils, maintain safeguarding and ensure that the content delivered is appropriate.

There may also be occasions when a themed week, special event or particular area of the curriculum means that an external visitor or professional not included in the list above would further complement and enhance pupils' learning. The list above is therefore not exhaustive. Where an additional visitor is invited to support PSHE or RSE, parents will be made aware where appropriate and the content of the session will be reviewed and checked by school in advance of delivery.

Responsibilities

The effective implementation of the PSHE and RSE curriculum is a shared responsibility across the whole school. All staff involved in teaching, supporting or overseeing PSHE and RSE should understand their responsibilities and work together to ensure that the curriculum is delivered consistently, safely and in line with this policy.

Headteacher

The Headteacher is responsible for:

- Ensuring that the PSHE and RSE policy is implemented effectively across the school.
- Ensuring that statutory Relationships Education and Health Education requirements are met.
- Ensuring appropriate safeguarding procedures are followed.
- Supporting the PSHE Lead and all adults delivering PSHE and RSE to provide high-quality teaching and learning.
- Ensuring that external visitors and providers meet the school's safeguarding and quality requirements.
- Ensuring appropriate communication with parents and governors.

PSHE Lead

The PSHE Lead is responsible for:

- Leading the implementation and development of the PSHE and RSE curriculum.
- Ensuring that the curriculum is progressive, appropriately sequenced and meets statutory requirements.
- Supporting all adults delivering PSHE and RSE with planning, teaching, resources and responding to sensitive questions.
- Ensuring that approved lesson content and resources are used consistently.
- Monitoring the quality of education through planning, work scrutiny, pupil voice, lesson observations and other appropriate monitoring activities.
- Identifying areas for development and providing appropriate support or training for staff.
- Maintaining an overview of external visitors and ensuring that their contribution complements the curriculum.

All Adults Delivering PSHE and RSE

All adults involved in delivering or supporting PSHE and RSE are responsible for:

- Following the agreed curriculum, lesson plans, approved resources and this policy.
- Ensuring that learning builds on pupils' prior knowledge and is appropriate to their age, development and individual needs.
- Creating a safe, respectful and inclusive environment where pupils feel comfortable discussing the topics covered.
- Delivering content sensitively, accurately and without expressing personal views.
- Responding appropriately to pupils' questions, recognising when questions or concerns should be referred in accordance with safeguarding procedures.
- Maintaining appropriate professional boundaries and confidentiality within the limits of safeguarding procedures.
- Making appropriate adaptations to support pupils' access and participation.
- Reporting any concerns or disclosures in line with the school's safeguarding procedures.
- Working appropriately with external visitors and remaining present during external provider sessions where required.
- Ensuring that only approved content and resources are used when delivering PSHE and RSE.

Pastoral Staff

Pastoral staff are responsible for:

- Supporting pupils who may require additional emotional or pastoral support in relation to PSHE and RSE content.
- Working with teaching staff and the Designated Safeguarding Lead where concerns arise.
- Following the school's safeguarding and confidentiality procedures.
- Supporting appropriate signposting to further help or support where required.

Governors

Governors are responsible for:

- Ensuring that the school has an appropriate PSHE and RSE policy which meets statutory requirements.
- Providing appropriate oversight of the implementation and effectiveness of the curriculum.
- Ensuring that safeguarding remains central to the school's approach.
- Reviewing relevant monitoring information and supporting the school in identifying areas for development.

External Visitors and Providers

External visitors and providers are responsible for:

- Familiarising themselves with this policy and the school's safeguarding procedures before working with pupils.
- Following the school's safeguarding requirements and expectations at all times.
- Delivering only the content and activities that have been agreed and approved by the school in advance.
- Using resources and language that are appropriate for the age and developmental stage of the pupils.
- Working alongside the member of school staff present during the session.
- Raising any concerns about a pupil with the appropriate member of school staff rather than attempting to manage or investigate concerns themselves.
- Maintaining appropriate professional boundaries throughout their time in school.

External visitors are not responsible for determining the school's curriculum or introducing additional content without prior agreement. The school retains responsibility for the content and quality of all PSHE and RSE provision, including sessions delivered by external professionals.

Right to Withdraw

Parents have a legal right to request that their child is withdrawn from some or all Sex Education taught as part of the school's PSHE and RSE curriculum. In primary schools, the Headteacher must grant a request to withdraw from Sex Education, except where the content forms part of the statutory Science curriculum.

There is **no right to withdraw from Relationships Education or Health Education**. Parents also cannot withdraw their child from relevant content taught as part of the Science curriculum, including statutory teaching relating to puberty and sexual reproduction.

If a parent wishes to request withdrawal from Sex Education, they should complete the **Sex Education Withdrawal Form in Appendix 3** and return it to the Headteacher. Parents are encouraged to discuss their request with the Headteacher so that they can understand the content and purpose of the lessons and how withdrawal will be managed.

Where a pupil is withdrawn from a Sex Education session, the school will provide appropriate and purposeful alternative education for the duration of the session. This will be age appropriate and may include other suitable PSHE learning, reading, independent learning or another planned educational activity. The alternative provision will not include the Sex Education content from which the pupil has been withdrawn. The responsibility for providing appropriate education during the period of withdrawal remains with the school.

Accessibility for All Pupils

At Little Digmoor, we recognise that pupils have different needs, experiences and starting points. PSHE and RSE is therefore taught in an inclusive and accessible way, ensuring that all pupils are able to participate, understand the content and feel safe when discussing potentially sensitive topics.

Pupils with SEND will be supported through appropriate adaptations to teaching and learning. This may include adapted or differentiated resources, visual supports, simplified or repeated language, carefully considered questioning, additional processing time, pre-teaching of vocabulary, alternative ways of recording learning and additional adult support where appropriate. Teaching will be responsive to individual pupils' needs and any relevant information contained within their support plans.

We recognise that some pupils may be particularly vulnerable or may have experiences that affect how they respond to particular PSHE and RSE content. Staff will consider the individual circumstances of pupils, including those who are looked after, young carers, have experienced adverse childhood experiences, domestic abuse or other forms of trauma or vulnerability. Appropriate support and adaptations will be put in place where necessary, in consultation with relevant staff and following safeguarding procedures.

Lessons will be delivered sensitively, with clear expectations around respect, confidentiality and listening. Pupils will not be required to share personal experiences or disclose information about themselves or their families as part of PSHE and RSE learning.

Where a pupil becomes upset or uncomfortable during a sensitive lesson, appropriate support will be provided. Where suitable, pupils may use an 'exit pass' or agreed signal to leave the lesson temporarily and access a safe, identified adult or space. This will be managed sensitively and in accordance with the school's safeguarding and pastoral procedures. Staff will remain alert to the possibility that a pupil's response to a lesson may indicate a safeguarding or welfare concern and will follow the appropriate procedures where necessary.

Our aim is that every pupil can access PSHE and RSE in a way that is safe, respectful, inclusive and appropriate to their individual needs, while ensuring that all pupils receive the knowledge and understanding they need to keep themselves and others safe.

Monitoring and Evaluation

The quality and effectiveness of PSHE and RSE teaching is monitored as part of the school's wider approach to personal development, safeguarding and pupil wellbeing. Monitoring is used to ensure that the curriculum is being delivered consistently, that pupils are developing their knowledge and understanding progressively and that teaching continues to meet the needs of our pupils.

The PSHE Lead, alongside the Senior Leadership Team, is responsible for monitoring the delivery and impact of the subject. This may include:

- Learning walks and lesson observations.
- Pupil voice and discussions with pupils about their learning and experiences.
- Monitoring planning and curriculum coverage.
- Reviewing examples of pupils' work and evidence of learning.
- Reviewing assessment information and identifying gaps in pupils' knowledge.
- Gathering feedback from staff where appropriate.
- Monitoring the use and suitability of approved resources.
- Reviewing the effectiveness of external visitors and additional curriculum opportunities.

Monitoring will take place throughout the academic year, with a more formal review of PSHE and RSE as part of the school's wider personal development and wellbeing review. Findings will be used to identify strengths, address any gaps and inform future curriculum planning, staff development and school improvement.

Governors will have appropriate oversight of the subject through the school's wider monitoring of personal development, safeguarding and wellbeing, ensuring that PSHE and RSE remains an effective and valued part of the school's curriculum.

Parental Access to Curriculum Materials

At Little Digmoor, we are committed to being open and transparent with parents about the content taught through PSHE and RSE. We recognise that some topics may raise questions and aim to provide parents with clear information about what children will learn and how sensitive content will be taught.

Parents are able to view the PSHE and RSE curriculum overview and teaching materials used within school by contacting the school office to arrange an appointment with the PSHE Lead, who will be happy to share and discuss the materials used.

Parents can also access information about the Kapow Primary RSE and PSHE curriculum, including curriculum information and frequently asked questions, through the Kapow website: [RSE & PSHE Parent Information | Kapow Primary](#)

Parents are encouraged to contact school if they have any questions or concerns about the content being taught. We aim to work in partnership with parents and provide reassurance and clarity so that families understand what children are learning and why it forms part of the curriculum.

Where Sex Education beyond the statutory Science curriculum is taught, parents will be informed of the content in advance and will have the opportunity to view the relevant teaching materials. Information about the right to request withdrawal will also be provided.

Answering Questions

At Little Digmoor, we recognise that PSHE and RSE lessons may prompt pupils to ask questions about themselves, their bodies, relationships and wider topics. Pupils are encouraged to ask questions in a safe and respectful environment. All staff teaching PSHE and RSE will receive appropriate information and training on this policy, the curriculum content and how to respond to questions and sensitive issues.

All classes have an anonymous question box which provides pupils with an opportunity to ask questions that they may not feel comfortable asking openly. Teachers will review and filter questions before deciding how and when they should be answered.

Teachers will:

- Respond to questions in a calm, factual, age-appropriate and sensitive manner.
- Use accurate and anatomically correct vocabulary when referring to body parts. Where appropriate, staff may explain that these are the “doctors’ words” for body parts so that pupils understand that these are the correct terms used by health professionals.
- Consider the age, developmental stage and individual needs of pupils when responding.
- Answer questions that relate to the content being taught without introducing inappropriate or unnecessary information.
- Avoid sharing personal experiences, opinions or beliefs.
- Not provide detailed teaching on Sex Education content that is not part of the school's planned curriculum.
- Where a question relates to content not covered within primary Sex Education, provide a brief, factual and age-appropriate response where appropriate, or explain that the topic is not something that will be covered at this stage.
- Where a pupil has been withdrawn from Sex Education, provide a factual, age-appropriate response to a question where necessary without delivering the Sex Education content from which the pupil has been withdrawn. This may include correcting misconceptions or using anatomically correct terminology where required, but will not constitute teaching the withdrawn content.
- Recognise when a question may indicate a safeguarding or welfare concern. Any concerns, disclosures or questions that suggest a pupil may be at risk will be shared with the Designated Safeguarding Lead (DSL) in accordance with the school's safeguarding procedures.

- Contact parents where appropriate, particularly where a question or disclosure raises a concern about a pupil's welfare or safety.

Teachers are not expected to answer every question immediately. Where a question requires further consideration, staff may explain that they will check the information and come back to the pupil. This ensures that responses are accurate, appropriate and consistent with the school's curriculum and safeguarding procedures.

Pupils will never be made to feel embarrassed or ashamed for asking a question. Where a question is not appropriate to answer in front of the whole class, the teacher may address it privately or seek support from the PSHE Lead or DSL.

Policy Development and Review

This policy has been developed to reflect the statutory requirements of the Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance, effective from September 2026.

The policy has been developed in consultation with:

- Headteacher and Senior Leadership Team
- PSHE Lead
- Teaching and support staff
- Governing Body
- Parents and carers
- Pupils, through age-appropriate pupil voice and feedback

The views of those involved have been considered to ensure that the policy reflects the needs of our school community and provides a clear, consistent and appropriate approach to the teaching of PSHE and RSE.

The policy is approved by the Governing Body and is made available to parents and carers through the school website.

The policy will be reviewed every two years, or sooner where there are significant changes to statutory guidance, legislation, national expectations or the school's curriculum and provision. Any significant amendments will be presented to the Governing Body for approval.

Appendices

The following documents support the implementation of this PSHE and RSE policy and provide further information for staff, parents and governors.

Appendix 1 – Statutory Guidance References

The school's PSHE and RSE curriculum and this policy have been developed with reference to the Department for Education statutory guidance: **Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance**

[DfE Statutory Guidance](#)

This guidance sets out the statutory requirements for Relationships Education and Health Education in primary schools and the expectations for Sex Education.

Appendix 2 – PSHE and RSE Curriculum Overview

The PSHE and RSE Curriculum Overview provides an overview of the content taught across each year group and demonstrates the progression of knowledge and skills throughout the school. It identifies statutory Relationships Education and Health Education content alongside any additional Sex Education taught in Year 6.

The curriculum overview will be reviewed regularly to ensure that it remains up to date and reflects any changes to statutory guidance, the school's curriculum or the needs of our pupils.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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?

Appendix 3 – Sex Education Withdrawal Form

A sample Parental Request to Withdraw from Sex Education Form is provided for parents who wish to request that their child is withdrawn from Sex Education taught beyond the statutory Science curriculum.

Parents are encouraged to discuss their request with the Headteacher before completing the form so that the content and purpose of the lessons and the arrangements for withdrawal can be clearly explained.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	