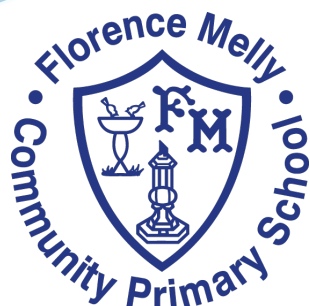


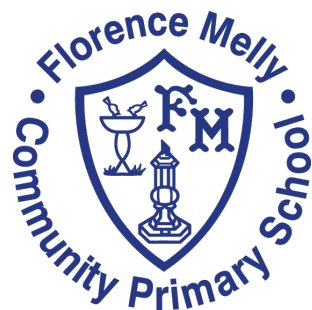


Florence Melly  
Community Primary School

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

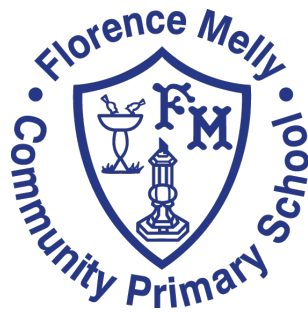
|                       |                                                       |                                 |                               |                     |
|-----------------------|-------------------------------------------------------|---------------------------------|-------------------------------|---------------------|
| <b>Policy Title:</b>  | Relationships, Sex and Health Education (RSHE) Policy |                                 | <b>Date written:</b>          | February 2024       |
| <b>Written by:</b>    | Aaron Leach (Headteacher)                             |                                 | <b>New or revised policy:</b> | Revised (Version 2) |
| <b>Implementation</b> | <b>Date of ratification:</b>                          | <b>Date presented to staff:</b> | <b>Date of renewal:</b>       |                     |
|                       | October 2026                                          | September 2026                  | September 2027                |                     |





### **Policy Version Control**

| <b>Date of Update</b> | <b>Overview of changes made</b>                                                                                                                                                                                                                                                                                    | <b>Version</b> |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>September 2026</b> | Changes to reflect updated RSHE guidance ( <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a> ) | V2             |



## **Florence Melly Community Primary School**

### **Relationships, Sex and Health Education (RSHE) Policy - September 2026 - Version 2**

#### **What is Relationships, Sex and Health Education?**

Relationships, Sex and Health Education (RSHE) is a vital part of children's education. Since September 2020, Relationships Education and Health Education have been compulsory in all primary schools, with updated guidance strengthening expectations around safeguarding, online safety and wellbeing.

At Florence Melly, RSHE forms a key part of our Cultural Capital and Safety curriculum, equipping pupils with the knowledge, skills and values to become confident, respectful and safe individuals in an increasingly complex world - both online and offline.

#### **Why is Relationships, Sex and Health Education Important?**

Children today are growing up in an ever-changing world, where relationships, technology and societal influences present both opportunities and risks. High-quality RSHE:

- Supports pupils to build healthy, respectful relationships
- Helps pupils to recognise and respond to risks and harm
- Promotes mental and physical wellbeing
- Develops resilience, empathy and self-worth

RSE & PSHE education helps pupils maintain their mental and physical health and understand the various factors that influence their wellbeing. They learn how to build strong and supportive relationships, how to keep themselves safe in various situations and how to make thoughtful decisions about money, health and the online world.

Pupils may receive mixed messages about these topics from friends, siblings, social media and the wider world. High-quality RSE & PSHE ensures every child receives clear, accurate and age-appropriate teaching so they can make safe and informed choices as they grow.

Effective RSHE enables pupils to make informed decisions and prepares them for the responsibilities of adult life. At Florence Melly, this policy and our approach to RSHE aligns directly with our DREAMS values: Determination, Respect, Empowerment, Appreciation, Motivation and Safety.

#### **Statutory and Legal Requirements**

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

This policy has been written in accordance with the statutory guidance document "Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers (DfE, 2025). To access this document, please use the following link:

[https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships\\_education\\_relationships\\_and\\_sex\\_education\\_RSE\\_and\\_health\\_education\\_for\\_intro\\_1\\_September\\_2026.pdf](https://assets.publishing.service.gov.uk/media/6970e7e67e827090d02d42e0/Relationships_education_relationships_and_sex_education_RSE_and_health_education_for_intro_1_September_2026.pdf).

The Department for Education guidance states that all maintained primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Within the statutory guidance document for RSE and Health Education, the DfE encourages schools to deliver age-appropriate sex education if they feel their pupils need this information.

At Florence Melly Community Primary School, we, in consultation with parents/carers, have decided to teach the non-statutory Sex Education element to pupils in Year 6 only. We feel that this is important for our pupils and this decision has been supported by parents/carers.

This policy has been written in accordance with:

- DfE Statutory Guidance (2025)
- Children and Social Work Act 2017

### **Compliance with Statutory Content**

Florence Melly Community Primary School ensures that all statutory elements of Relationships Education and Health Education, as set out in the Department for Education's statutory guidance (2025), are fully covered within our curriculum. The school has mapped all required outcomes across year groups to ensure full coverage, progression and age-appropriate delivery.

This policy is available on the school website and can be provided free of charge on request.

### **Aims**

The aims of RSHE at Florence Melly Community Primary School are to:

- Provide a consistent, high-quality RSHE curriculum
- Help pupils develop self-respect, confidence and empathy
- Promote positive, respectful relationships
- Equip pupils with the knowledge to stay safe (online and offline)
- Prepare pupils for puberty and the transition to secondary school
- Support pupils to make informed, healthy decisions

### **Our RSE policy**

- Sets out the subject content, how and when it will be taught, and who is responsible for teaching it, including any external providers the school will use.
- Differentiates between relationships and sex education (where sex education is taught), so that parents have clear information. Relationships education doesn't involve explaining the detail of different forms of sexual activity, but can cover sensitive topics such as sexual violence in order to keep children safe.
- Includes information about a parent's right to request that their child is withdrawn from sex education.
- Explains how content will be made accessible to all pupils, including those with special educational needs or disabilities (SEND).

Our RSHE curriculum is designed to be fully compliant, carefully sequenced and responsive to the needs of our pupils, ensuring they are prepared for life in modern Britain.

## **Details of Content/Scheme of Work**

From September 2026, Florence Melly Community Primary School will deliver RSHE using the Kapow Primary RSE & PSHE scheme. The new RSE & PSHE scheme for Years 1-6 has been rewritten to meet the 2025 [Relationships and sex education \(RSE\) and health education statutory guidance](#), which schools must follow from September 2026.

This is not just an update to the previous scheme but a thorough redevelopment to ensure every element meets the expectations set out in the new guidance. The Reception units will be refreshed but will remain broadly the same, continuing to fulfil the statutory requirements of the [Early Years Foundation Stage Framework](#).

Our school has reviewed and quality assured the Kapow Primary RSE & PSHE scheme to ensure that it fully meets statutory requirements. Leaders have mapped all statutory outcomes to the scheme and have adapted content where necessary to reflect the specific needs of our pupils and school context.

## **Statutory Content Mapping**

### **Coverage of 2026 Statutory Guidance Updates**

In line with the updated Department for Education statutory guidance (effective September 2026), the school ensures that the RSHE curriculum explicitly includes teaching about:

- Online safety risks, including exposure to harmful content, the influence of online personalities, and emerging risks such as AI-generated or manipulated content
- Financial safety, including understanding scams, fraud and online financial exploitation
- Personal safety in the wider world, including risks associated with roads, water and railways
- Mental wellbeing topics including loneliness, bereavement and loss
- The use of accurate and age-appropriate biological and anatomical terminology to support safeguarding and understanding

These areas are integrated throughout the curriculum in an age-appropriate and progressive way and are reflected in our curriculum mapping and scheme of work.

The school has undertaken a full mapping of the Relationships Education and Health Education statutory requirements to our chosen scheme (Kapow Primary RSE & PSHE). This mapping ensures that all pupils are taught the required knowledge by the end of primary school, including:

- Relationships Education
  - Families and people who care for me
  - Caring friendships
  - Respectful relationships
  - Online relationships
  - Being safe
- Health Education
  - Mental wellbeing
  - Internet safety and harms
  - Physical health and fitness
  - Healthy eating
  - Drugs, alcohol and tobacco

- Health and prevention
- Basic first aid
- Changing adolescent body

Full curriculum mapping documents are available on request and are used by staff to ensure complete statutory coverage and progression. A summary of how statutory requirements link to specific units and year groups is maintained by the school and can be shared with stakeholders on request to demonstrate full curriculum coverage.

### The Structure of our RSHE Curriculum

At Florence Melly Community Primary School, we are proud of our 'Cultural Capital and Safety' curriculum. Our provision for RSHE and PSHE forms one strand of this curriculum offer. Please refer to the infographic below to see how this contributes to the wider development of our pupils' cultural capital.



At Florence Melly Community Primary School:

- RSHE and PSHE is taught weekly across all year groups through timetabled lessons.
- Content is carefully sequenced from EYFS to Year 6, building progressively through a spiral curriculum.
- Lessons are delivered primarily by class teachers, supported by senior leaders and, where appropriate, external specialists.

The scheme is organised into strands and key areas to ensure a broad and balanced curriculum. Key areas group Year 1-6 learning into meaningful themes and ensure that all statutory content is covered. The strands run from Reception to Year 6, demonstrating how pupils develop lifelong skills in managing themselves, regulating their emotions, building positive relationships and thinking critically. Together, the strands and key areas help pupils revisit important ideas over time, building their confidence and understanding in a structured way.

### Key areas

Some key areas are revisited each year, while others are revisited less frequently.

- **My healthy self** - Learning how to look after their mental and physical health and make choices that support their wellbeing.
- **Connecting with others** - Learning how to build positive relationships, communicate with respect and understand the importance of kindness and boundaries.
- **The online world** - Learning how to use the internet safely, recognise risks and behave responsibly when communicating or accessing information online.

- **Citizenship (non-statutory)** - Learning how to take part in their communities, understand rules, rights and responsibilities, appreciate diversity and fairness and develop early financial literacy.
- **Staying safe** - Learning how to recognise risks, respond safely in different situations and seek help when something feels wrong or unsafe.
- **Growing up** - Learning about the changes that happen as they grow, including puberty and developing bodies and how to manage these changes with confidence.
- **Health protection** - Learning how to prevent illness, manage basic first aid and understand how hygiene, vaccines and healthy habits help keep people well.
- **Year 6 Sex education (non-statutory)** - Building on the growing up units, pupils learn accurate, age-appropriate information about human reproduction to support their understanding as they approach adolescence.
- **Year 6 First aid (non-statutory)** - Building on the health protection units, pupils learn how to recognise emergencies and use basic first aid skills to keep someone safe until help arrives.

## Strands

The strands show how pupils' personal and social skills develop over time. They are drawn from the EYFS statutory framework, with the addition of critical thinking. They run through every key area, helping pupils learn to regulate their emotions, manage themselves, build positive relationships and think critically. This allows them to make thoughtful, informed choices as they grow.

- **Self-regulation** - Learning to recognise and manage pupils' emotions, thoughts and behaviour so they can respond calmly and make considered choices.
- **Managing self** - Learning to take increasing responsibility for pupils' own behaviour, routines and decisions to support their wellbeing and independence.
- **Building relationships** - Learning how to form positive, respectful relationships by communicating kindly, understanding others and setting healthy boundaries.
- **Critical thinking** - Learning to ask questions, consider different viewpoints and make informed, thoughtful decisions in a world where information is not always reliable.

## Programme Overview

Please see the table below for an overview of the progression through all of the topics and age groups in our Relationships, Sex and Health Education programme. Further details, including year group specific plans and overviews and key vocabulary specific to each topic, can be found on the school website.

|        | Autumn 1                                             | Autumn 2                                                                      | Spring 1                                       | Spring 2                                                | Summer 1                                                              | Summer 2                           |
|--------|------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------|
| 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? |

|               |                                                                     |                                                                                          |                                                             |                                                                         |                                                                                       |                                                                    |
|---------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Year 2</b> | 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?     |
| <b>Year 3</b> | 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?               | Healthy protection: How can we prevent illness and injury and respond if they happen? | Citizenship: What careers do people choose and why?                |
| <b>Year 4</b> | My healthy self: How can I make healthy choices?                    | Connecting with others: How can we respect each other?                                   | The online world: How can I evaluate what I see online?     | Citizenship: How can I spend my money wisely?                           | 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? |
| <b>Year 5</b> | My healthy self: How can I support my mind and body as I grow?      | Connecting with others: What are healthy relationships important?                        | The online world: How am I influenced by what I see online? | Citizenship: How can I 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?                |
| <b>Year 6</b> | My healthy self: How do my choices today shape my future wellbeing? | Connecting with others: What does it mean to stand up for myself and others?             | The online world: How do I feel about being 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?            |

## Sex Education

After consulting our school community, it was agreed that at Florence Melly Community Primary:

- We will teach non-statutory Sex Education in Year 6 only.

Following a face-to-face consultation with parents on Tuesday 30th June 2026, it was agreed that the units covering growing up, puberty and sex education (in Year 6 only) would be delivered in mixed-gender classes. Our school believes that this approach promotes inclusivity, ensures consistency of information and helps pupils develop a respectful understanding of the experiences and perspectives of others. Following these sessions, opportunities will be provided for pupils to meet in same-sex groups to ask questions, seek clarification and discuss any aspects of the learning that they may not feel comfortable raising within the mixed-class setting. This arrangement reflects the views expressed by parents/carers during the consultation process and supports the delivery of a safe, supportive and age-appropriate curriculum.

## Teaching About the Law

Teaching about the law is integrated into our RSHE curriculum in an age-appropriate way. Pupils are taught about rules, rights and responsibilities, including understanding how laws help keep people safe. This includes learning about online behaviour, respect for others, personal boundaries and recognising unsafe situations, in a manner appropriate to their age and level of understanding.

## Roles and Responsibilities

Responsibility for our Relationships, Sex and Health Policy ultimately lies with the Governing Body.

As well as fulfilling their legal obligations, the Governing Body will also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Our school's RSHE Lead is responsible for the following:

- Developing this school policy and ensuring it is reviewed every two years.
- Ensuring that all staff are given regular and ongoing training on issues relating to Relationships, Sex and Health Education.
- Ensuring that all staff are familiar with this policy.
- Ensuring that all staff have the appropriate resources to be able to effectively deliver the programme.
- Providing support to staff members who have questions about Relationships, Sex and Health Education.
- Ensuring that Relationships, Sex and Health Education is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Communicating with staff, parents/carers and the Governing Body to ensure that everyone has a good understanding of this policy and the intentions for our Relationships, Sex and Health Education programme, and that any concerns or opinions regarding the provision are listened to, taken into account and acted on appropriately.
- Monitoring this policy on a regular basis and reporting to Governors on its implementation and effectiveness.

All staff are responsible for:

- Ensuring that they have a good understanding of this Relationships, Sex and Health Education Policy and curriculum requirements.
- Reporting back to the Cultural Capital Lead on any areas that they feel are not covered or are inadequately provided for in the school's Relationships, Sex and Health provision.
- Attending and engaging in professional development training around Relationships, Sex and Health provision, where appropriate.
- Encouraging pupils to communicate their concerns in confidence, listen to their needs and support them accordingly.
- Following the school's reporting systems if a pupil comes to a member of staff with an issue/disclosure that they feel they are not able to deal with alone.
- Ensuring that their personal beliefs and attitudes will not prevent them from providing balanced Relationships, Sex and Health Education.
- Tailoring their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the Cultural Capital Lead or SENCO, should they need it.

All staff will seek to be mindful of issues such as everyday sexism, misogyny, misandry, homophobia and gender stereotypes and take positive action to build a culture where these are

not tolerated, and any occurrences are identified and tackled. Staff also recognise that they have an important role to play in modelling positive behaviours.

## **External Agencies**

Where external providers are used to support RSHE delivery, the school ensures that:

- All materials are age-appropriate and aligned with statutory guidance.
- Content is reviewed in advance by the RSHE Lead.
- Providers adhere to the school's safeguarding and confidentiality policies.
- Teaching remains consistent with the school's values and curriculum intent.

## **Assessment, Monitoring and Impact**

Assessment in RSHE is formative and ongoing. Teachers assess pupil understanding through:

- questioning and quizzing during lessons
- pupil discussions and reflections
- scenario-based activities
- pupil voice and feedback

The impact of the RSHE curriculum is monitored through:

- lesson observations and learning walks
- book looks (where applicable)
- pupil voice and surveys
- staff feedback and surveys
- Parent/carers feedback and surveys
- curriculum reviews led by the RSHE Lead/Cultural Capital

The Governing Body receives regular updates on the effectiveness of RSHE provision. These processes ensure that pupils are making progress in their knowledge, understanding and ability to apply learning in real-life contexts

## **How delivery of the content will be made accessible to all pupils, including those with SEND**

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Relationships Education and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is adapted and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

At Florence Melly Community Primary School, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and Health Education can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

## **Teaching About Biological Sex and Gender**

The school will teach the facts and the law relating to biological sex and gender reassignment in an age-appropriate way. In line with statutory guidance, the school will not present contested views as fact. Teaching will remain objective, balanced and appropriate to the age and understanding of pupils.

## **Safe and Effective Practice**

Ground rules in class are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole class setting. A comments /worry box is always available in all classrooms. This will enable pupils to feel more comfortable to ask questions without being identified - pupils can choose to remain anonymous. Pupils will be reminded of the comments box during Relationships, Sex and Health Education lessons.

RSHE is delivered in a safe, structured environment:

- Clear ground rules are established
- Pupils are encouraged to respect others
- Anonymous question opportunities are provided

## **Disclosures**

During whole-class sessions on issues like relationships and mental health, such discussions can trigger responses in individual pupils who may then choose to make a disclosure about a personal situation. The way in which that disclosure is first handled will be critically important, both in terms of the pupil's immediate feelings and their likelihood of engaging in future support.

It is crucial, therefore, that clear ground rules are set for our RSHE lessons, for example:

- Personal matters should not be discussed in a group setting.
- While teachers are always willing to talk to pupils about the pupil's personal situation in a one-to-one setting, they can never promise confidentiality since disclosures may have safeguarding implications. What teachers can do, however, is to listen sensitively and supportively while at the same time gathering the information they need to consider what to do next.

If a pupil makes a safeguarding disclosure, teachers will follow the guidelines set out in our Child Protection Policy.

## **Staff Training**

Our staff utilise the RSE and PSHE support resources available through the Kapow platform curriculum hub. These resources are designed to help increase their confidence and the quality of their RSHE teaching practice. This platform provides a range of blogs and on demand webinars designed to support successful implementation of the scheme. In addition to this, staff have access to Annex B Government resources - Curriculum resources of the Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance and the Department for Education's Teaching about relationships, sex and health - Support and training materials for schools to help train teachers on relationships, sex and health education (<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#full-publication-update-history>).

All of these resources are designed to support schools and provide more detail on the content that should be taught under each subject area to help support teachers' knowledge and confidence to teach RSHE so schools can develop detailed curriculum and lesson plans.

## **Right to Withdraw**

Our RSHE curriculum consists of both statutory and non-statutory elements:

- Parents **do have** the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. As this only affects pupils in Year 6 - only parents/carers of these pupils will be able to withdraw their child/children.
- Parents **do not have** the right to withdraw their child/children from the statutory Relationships and Health Education programme or the science curriculum. That means that all pupils, from Year 1 to Year 5 will participate in our Relationships and Health Education lessons.

Parents/carers have the right to request that their child be withdrawn from some or all non-statutory sex education delivered by the school. Before granting any such request it would be good practice for the Headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept.

Our Headteacher will discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents/carers propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child.

This process is the same for pupils with SEND. However there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

## **How this policy has been produced, and how it will be kept under review, in both cases working with parents/carers**

Parent/carer voice is seen as paramount when developing this policy and the provision for our RSHE programme. The role of parents/carers in the development of their children's understanding about relationships, sex and health is vital. Parents/carers are the first teachers of their children - they have the most significant influence on enabling their children to grow and mature and to form healthy relationships and habits.

Our school ensures that our parents/carers know what is being taught in our RSHE curriculum, through this policy and resources being published on our website, via Class Dojo and shared through workshops and presentations. In addition to this, parents/carers are able to view examples of teaching materials and resources used within RSHE upon request and through school workshops and information sessions. This ensures full transparency and supports parents/carers in understanding how topics are taught in an age-appropriate way.

Before drafting this policy, a selection of parents/carers, representing children from across the school were consulted as part of a parent focus group. Furthermore, parent/carers were given the opportunity to provide feedback to help shape the direction of this policy and the school's provision for RSHE before the policy was ratified.

A face-to-face parent consultation was held on Tuesday 30th June 2026 to discuss the school's proposed approach to delivering the Year 6 growing up, puberty and sex education curriculum. As a result of this consultation, it was agreed that these units would be taught in mixed-gender classes, with opportunities provided afterwards for pupils to meet in same-sex groups to ask questions or seek clarification in a setting where they may feel more comfortable. Feedback gathered through this consultation informed the final arrangements outlined within this policy.

Parents/carers of pupils in Years 5 and 6 were asked to complete an online survey, asking for their opinions about delivering Sex Education to their pupils and vote on whether or not they felt that this was appropriate.

All feedback was taken into consideration before publishing this policy and the school's approach to RSHE. We will continue to seek feedback from key stakeholders and make any appropriate adjustments to our provision as necessary.

This policy will be reviewed every two years by the RSHE Lead and Senior Leadership Team in consultation with Governors. As part of the review process, the school will continue to gather views from parents/carers, pupils and staff to ensure that the policy remains relevant, inclusive and reflective of the needs of the school community and statutory requirements.