



Hunningley Primary Academy

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Relationships, Sex & Health Education (RSHE) Policy

Hunningley Primary Academy



Policy Lead: Mr J. Parker, Vice Principal & PSHE Subject Lead

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INTENT: Philosophy

At Hunningley Primary Academy, we believe every child deserves an education that prepares them to flourish academically, socially, emotionally and physically.

Relationships, Sex and Health Education (RSHE) plays a fundamental role in safeguarding children, promoting wellbeing and preparing them for successful futures. Through our curriculum, pupils develop the knowledge, skills, vocabulary and character needed to navigate relationships, understand themselves, keep safe and contribute positively to society.

RSHE is not taught as a stand-alone subject in isolation. It forms part of our wider commitment to personal development, safeguarding, equality, inclusion and the development of the whole child.

Our Vision:

Our RSHE curriculum equips pupils with the knowledge, understanding, skills and character needed to develop healthy relationships, maintain positive physical and mental wellbeing, recognise risk, celebrate diversity and become responsible citizens in modern Britain. In line with Department for Education guidance and evidence-informed approaches to personal development, the curriculum is carefully sequenced to build knowledge over time, strengthen pupils' ability to make informed decisions and support their readiness for the next stage of education.

Through a carefully sequenced curriculum, pupils learn how to:

- build safe, respectful and caring relationships
- understand and manage their physical and emotional wellbeing
- recognise and respond to risk, harm and abuse
- stay safe online and offline
- understand consent, boundaries and personal safety
- recognise, respect and celebrate difference
- prepare confidently for puberty and adolescence
- contribute positively to their communities and wider society

The curriculum is underpinned by the values of:

- Respect
- Kindness
- Integrity
- Responsibility



- Ambition

Ambition for All

In line with the Ofsted Education Inspection Framework, we provide an ambitious RSHE curriculum that is:

- broad and balanced
- coherently planned and sequenced
- inclusive of all learners
- rooted in safeguarding
- evidence-informed
- adaptive rather than diluted
- accessible to all pupils regardless of need, disability, background or starting point.

We believe every child can achieve highly in personal development when given the right support, challenge and opportunities.

Curriculum Intent:

Our curriculum is delivered through the Kapow Primary RSHE programme and is fully aligned with statutory Relationships Education, Health Education and Sex Education requirements for September 2026.

Learning is carefully sequenced from EYFS to Year 6 through six interconnected strands:

1.My Healthy Self

Children learn how to care for their physical and mental health, make healthy choices and develop resilience.

2.Connecting with Others

Children explore friendships, families, respect, kindness, equality, empathy and healthy relationships.

3.The Online World

Children learn how to use technology safely, critically and responsibly, including recognising online risks and influences.

4.Citizenship

Children learn about rights, responsibilities, equality, democracy, financial literacy and active participation in society.



5. Growing Up

Children learn about body changes, puberty, self-care, personal hygiene and emotional development.

6. Staying Safe

Children develop awareness of personal safety, consent, boundaries, risk assessment, first aid and help-seeking behaviours.

In Year 6, pupils also receive age-appropriate sex education, including conception, pregnancy, birth, consent and family life.

Safeguarding Through Education

RSHE is a key component of our safeguarding curriculum.

Children are taught:

- how to recognise unsafe situations
- how to identify trusted adults
- how to report concerns
- how to seek support
- how to recognise abuse and exploitation
- how to stay safe online
- how to establish healthy boundaries
- how to understand consent and bodily autonomy

We believe prevention through education is one of the strongest forms of safeguarding.

Inclusion

We are committed to ensuring every pupil can access the full RSHE curriculum. Teaching reflects:

- Equality Act 2010 requirements
- SEND Code of Practice principles
- Neurodiversity-aware practice
- Trauma-informed approaches
- Respect for different family structures, cultures, religions and lived experiences.



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All families are valued and represented positively throughout the curriculum.

Mental Health & Wellbeing

We recognise mental health as an integral part of overall health.

Our curriculum develops:

- emotional literacy
- resilience
- self-esteem
- self-regulation
- coping strategies
- help-seeking behaviours
- positive relationships

Pupils are explicitly taught that it is acceptable to ask for help when they need it.

Preparing Pupils for Secondary Education & Beyond

We believe effective RSHE should prepare children not only for life in primary school but also for the transition to Year 7 and beyond.

By the end of Year 6, pupils will have developed:

- the confidence to manage changing relationships
- an understanding of puberty and adolescence
- knowledge of personal safety and consent
- strategies to manage peer influence and pressure
- awareness of online risks
- resilience and emotional regulation skills
- understanding of diversity, equality and respectful relationships
- confidence to access support services when needed.

Through these experiences, pupils leave Hunningley well prepared for the increased independence, responsibilities and opportunities that accompany secondary education and later life.

The curriculum is therefore viewed as part of a continuous personal development journey from the Early Years through to Year 7 and beyond.



IMPLEMENTATION: Curriculum Design

RSHE is taught through the Kapow Primary scheme and follows a carefully sequenced progression model from EYFS into Year 7. Knowledge and concepts are revisited over time so that understanding deepens and misconceptions are addressed.

The curriculum is delivered through:

- weekly RSHE lessons
- assemblies
- enrichment activities
- themed events
- safeguarding opportunities
- cross-curricular links where appropriate

Evidence-Informed Pedagogy

Our teaching approach is informed by:

- Rosenshine's Principles of Instruction
- Cognitive Science
- The Simple Model of Teaching.

Every lesson follows a consistent learning cycle:

Explain

Teachers introduce and model key knowledge, concepts and vocabulary.

Practise

Pupils discuss, explore scenarios and engage in guided learning.

Apply

Pupils independently apply learning through discussion, reflection and problem-solving activities.



Vocabulary Development

A strong emphasis is placed on explicit vocabulary instruction.

Pupils are taught age-appropriate and scientifically accurate terminology including:

- body parts
- emotions
- relationships
- identity
- consent
- online safety
- mental wellbeing

This enables children to communicate confidently and accurately, particularly when seeking help.

Adaptive Teaching

We are committed to ensuring that all pupils, including those with SEND, can access and succeed within the full RSHE curriculum.

Teachers adapt learning to meet individual needs through:

- pre-teaching key vocabulary and concepts;
- visual supports, symbols and scaffolds;
- social stories and concrete examples;
- small-step instruction and chunked learning;
- retrieval practice and overlearning where appropriate;
- sensory and emotional regulation strategies;
- adapted questioning and discussion opportunities;
- alternative methods for recording and demonstrating understanding;
- targeted adult support where required.

These approaches help pupils with SEND, including those with communication and interaction needs, cognition and learning needs, social, emotional and mental health needs, and sensory or physical needs, to access learning meaningfully whilst maintaining the same high expectations and ambitious outcomes for all.



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Family Partnership

Parents and carers are recognised as children's first educators.

The school supports families through:

- curriculum overviews
- parent workshops
- policy publication
- online safety guidance
- opportunities to review materials

We value open communication and collaborative partnership with all of our Hunningley families.

Sex Education & the Right to Withdraw

Relationships Education and Health Education are statutory, and all pupils are expected to participate.

Parents have the legal right to request withdrawal from the non-statutory sex education elements taught beyond the National Curriculum Science Programme.

Requests should be made in writing to the Executive Principal and Vice Principal.

Assessment

Assessment is formative and may include:

- pupil discussion
- low-stakes retrieval activities
- scenario responses
- reflective writing
- pupil voice
- teacher observations

Assessment informs future teaching and curriculum refinement and our PSHE curriculum is captured in all our class floor books throughout school.



Staff Training

All staff receive regular professional development in:

- safeguarding
- KCSIE requirements
- RSHE curriculum content
- adaptive teaching
- online safety
- mental health awareness
- responding to sensitive questions

IMPACT: Pupil Outcomes

If pupils are keeping up with the curriculum, they will demonstrate:

- respect for others;
- an understanding of diversity and inclusion;
- healthy relationship skills;
- emotional literacy;
- resilience and self-confidence;
- effective awareness of risk and personal safety;
- safe and responsible online behaviours;
- an understanding of consent and personal boundaries;
- readiness for secondary education and future life.

Evidence of Exceptional Practice

The impact of the curriculum will be seen through:

- pupils who are articulate and confident when discussing relationships, wellbeing and safety;
- positive behaviour and respectful relationships throughout the school community;
- emotionally aware and resilient pupils who can recognise, regulate and communicate their feelings effectively;



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- pupils who understand how to keep themselves safe both online and offline;
- a strong safeguarding culture where pupils know how and when to seek help;
- meaningful pupil voice influencing curriculum development;
- strong engagement from families and the wider community;
- ambitious curriculum delivery that enables all pupils, including those with SEND, to achieve well;
- confident, well-prepared Year 6 pupils who are ready for the transition to secondary education.

Inclusion Impact

Pupils with SEND will:

- access the full curriculum;
- make strong progress from their starting points;
- develop self-advocacy skills and feel safe, valued and understood

Wellbeing Impact

If pupils are keeping up with the curriculum, they will:

- recognise and understand a range of emotions;
- understand that mental wellbeing is part of overall health;
- use age-appropriate self-regulation strategies;
- seek support when needed;
- demonstrate resilience when facing challenges.

Evidence

The impact of wellbeing education will be seen through:

- pupils talking confidently about their feelings and emotions;
- pupils demonstrating positive coping and self-regulation strategies;
- children knowing where to go for help and support;
- positive relationships between pupils and adults;
- increased confidence, resilience and independence;
- pupils feeling safe, valued and included within the school community.



Community Impact

The RSHE curriculum contributes positively to the wider school community by:

- promoting a culture of respect, kindness and inclusion;
- strengthening partnerships between home and school through shared understanding and communication;
- supporting a strong safeguarding culture in which pupils know how to stay safe and seek help;
- developing pupils who make positive contributions to their school and local community;
- promoting equality, challenging stereotypes and celebrating diversity;
- increasing awareness of online safety and responsible digital citizenship;
- supporting positive mental health and wellbeing for pupils and families;
- preparing pupils to become responsible, respectful and active citizens in modern Britain.

Evidence

The impact of the curriculum will be seen through:

- positive relationships across the school community;
- strong engagement from families;
- pupils demonstrating respect and empathy towards others;
- an inclusive culture where diversity is valued and celebrated;
- pupils making safe and responsible choices both online and offline;
- pupil voice reflecting a strong understanding of wellbeing, relationships and safeguarding;
- a school environment where pupils feel safe, supported and ready to contribute positively to society.



Monitoring and Evaluation

The effectiveness of this policy is monitored through:

- lesson visits
- curriculum reviews
- pupil voice
- parent feedback
- safeguarding monitoring
- governor scrutiny
- work sampling
- staff feedback

The policy will be reviewed annually to ensure continued compliance with statutory expectations and alignment with the needs of our pupils and community.



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APPENDIX

<u>Appendix 1</u>	Statutory RSHE Coverage Matrix
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Appendix 1: Statutory RSHE Coverage Matrix

This appendix demonstrates how Hunningley Primary Academy's adopted Kapow curriculum fully meets the statutory requirements for Relationships Education, Health Education and Primary Sex Education. It also evidences clear progression from EYFS to Year 6 and readiness for transition into Year 7.

A. Relationship Education Coverage

Statutory Requirement	EYFS	KS1	Lower KS2	Upper KS2
Families and people who care for me	Special relationships, family and friends	Relationships, families and caring relationships	Family support systems, belonging	Commitment, family life, diverse family structures, parenting
Caring friendships	Friendship skills, sharing, teamwork	Friendship, kindness, resolving disagreements	Friendship repair, inclusion and belonging	Healthy relationships, maintaining friendships
Respectful relationships	Turn-taking, kindness, empathy	Respectful behaviour and cooperation	Respect, trust, inclusion and anti-bullying	Respect, equality, mutual support and advocacy
Online relationships	Foundation online communication expectations	Safe online behaviour	Respectful online communication	Online influence, safe interaction, managing online relationships
Being safe	Trusted adults, personal safety	Safe and unsafe situations, help-seeking	Personal boundaries, recognising bullying	Consent, peer influence, independence and safeguarding

Expected Year 6 Outcome: Pupils can recognise health and unhealthy relationships, establish boundaries, seek support and build respectful relationships as they transition to secondary school.



B: Health Education Coverage

Statutory Requirement	EYFS	KS1	Lower KS2	Upper KS2
Mental wellbeing	Recognising feelings and emotions	Naming emotions and self-regulation	Monitoring emotions and wellbeing	Resilience, emotional regulation and support networks
Internet safety and harms	Early digital awareness	Safe online use	Digital communication and risks	Online influences, harmful content and digital resilience
Physical health and fitness	Exercise and wellbeing	Healthy lifestyles	Exercise and positive habits	Long-term healthy choices and self-management
Healthy eating	Balanced diet	Healthy food choices	Nutrition and hydration	Food choices and lifelong health
Health and prevention	Hygiene and self-care	Germs, illness prevention	Medicines, healthcare and prevention	Personal responsibility for future health
Basic first aid	Knowing when adults can help	Emergency services awareness	Basic first aid and calling 999	Risk assessment and personal responsibility
Changing adolescent body	Understanding growth and change	Human life cycle	Introduction to puberty	Puberty, menstruation and adolescent development

Expected Year 6 Outcome: Pupils understand how to maintain positive physical and mental health and are prepared for the physical and emotional changes associated with adolescence.



C: Personal Safety Coverage

Area	EYFS	KS1	LKS2	UKS2
Trusted adults	✓	✓	✓	✓
Speaking up and reporting concerns	✓	✓	✓	✓
Personal boundaries	Beginning awareness	Introduced	Developed	Embedded
Bodily autonomy	Beginning awareness	Introduced	Reinforced	Applied
Consent	Early understanding of permission and choice	Respecting personal space	Understanding boundaries	Explicit teaching of consent
Safe and unsafe touch	-	Introduced	Reinforced	Applied to real-life situations
Online safety	Beginning awareness	Basic safety	Risk awareness	Complex digital risks
Peer pressure	-	-	Introduced through relationships	Explicit teaching and application
Substance awareness	-	-	Medicines and safety	Drug awareness and decision-making

Expected Year 6 Outcome: Pupils understand consent, personal boundaries, risk, exploitation and how to seek help in a range of situations.



D: Equality, Diversity and Inclusion Coverage

Area	Coverage Across School
Protected Characteristics	Explored through relationships, respect, citizenship and equality units
Family Diversity	Taught from EYFS onwards through a range of family structures
Anti-Bullying	Progressive curriculum from KS1 to Year 6
Challenging Stereotypes	Introduced in KS2 and revisited through careers, citizenship and relationships
Equality and Fairness	Embedded across citizenship and rights-based learning
Inclusion	Embedded throughout curriculum planning and delivery
Respect for Difference	Explicitly developed in every year group

Expected Year 6 Outcome: Pupils understand diversity, challenge stereotypes, respect protected characteristics and demonstrate inclusive behaviours within school and the wider community.

E: Citizenship and Preparation for Modern Britain

Theme	Year Group Progression
Rules and Responsibilities	EYFS → Year 1
Community Participation	Years 1-2
Rights and Responsibilities	Year 3
Financial Education	Years 4-5
Democracy and Government	Year 5
Human Rights and Equality	Year 6
Social Justice and Advocacy	Year 6

Expected Year 6 Outcome: Pupils leave Hunningley ready to contribute positively to society and understand their rights and responsibilities as citizens.



F: Sex Education (Non-Statutory Primary Content)

Parents retain the legal right to withdraw children from these lessons in accordance with statutory guidance. Relationships Education and Health Education remain compulsory.

Unit	Year Group	Coverage
Growing Up	Year 4	Introduction to physical and emotional changes associated with puberty
Growing Up	Year 5	Puberty, periods, hygiene, emotional wellbeing and personal boundaries
Sex Education	Year 6	Human reproduction, conception, pregnancy, birth, parenting, relationships, consent and family life

Expected Year 6 Outcome: Pupils leave primary school with age-appropriate knowledge of human reproduction, conception, pregnancy, birth and parenting, enabling a confident transition into secondary relationships and sex education.

G: Transition to Year 7 Readiness Framework

By the end of Year 6, pupils will be able to:

Relationships

- Build and maintain positive friendships.
- Understand healthy relationships and personal boundaries.
- Recognise unhealthy behaviours and seek support.

Health and Wellbeing

- Understand puberty and adolescent development.
- Manage emotions using taught self-regulation strategies.
- Demonstrate resilience and confidence.

Safety

- Make safer decisions online and offline.
- Resist inappropriate pressure from peers.
- Understand consent and safeguarding principles.



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Citizenship

- Respect diversity and protected characteristics.
- Understand rights and responsibilities.
- Act as responsible members of their communities.

Secondary Readiness

Pupils leave Hunningley Primary Academy prepared for:

- increased independence
- changing social relationships
- wider online interaction
- transition to secondary school routines
- adolescence and personal development
- the expectations of Year 7 and beyond

Appendix 2: Parent Right to Withdraw Procedure

Hunningley Primary Academy values the important role that parents and carers play as their child's first educators.

Relationships Education and Health Education are statutory subjects and all pupils are expected to participate in these lessons. Parents do not have the right to withdraw their child from these aspects of the curriculum.

Parents have the legal right to request withdrawal from the non-statutory aspects of Sex Education taught beyond the National Curriculum Science Programme, which are delivered within the Year 6 Sex Education unit.

Where parents wish to discuss withdrawal:

1. A request should be made to the Executive Principal & Vice Principal in writing.
2. A meeting will be offered to discuss the curriculum content and address any concerns.
3. Following discussion, parents may confirm their decision to withdraw.
4. Alternative supervised learning will be provided during any withdrawn sessions.

The school strongly encourages participation in all RSHE learning as part of its commitment to safeguarding, wellbeing and successful transition to secondary education.



Appendix 3: Sensitive Questions Protocol

RSHE encourages pupils to ask questions and develop understanding in a safe, respectful and age-appropriate environment.

Staff will:

- answer questions factually, honestly and in line with the planned curriculum
- use age-appropriate language and explanations
- encourage respectful discussion
- avoid sharing personal opinions or experiences
- reinforce agreed ground rules for discussion

Where a question:

- falls outside the curriculum
- is inappropriate for the age of the pupils
- raises safeguarding concerns; or
- requires further consideration

Staff may choose to answer at a later time, provide an individual response where appropriate, or seek advice from the RSHE Lead or Designated Safeguarding Lead.

Staff will never promise confidentiality and will follow the school's safeguarding procedures where a question or disclosure indicates that a child may be at risk of harm.

Through this approach, pupils are supported to ask questions confidently while ensuring that learning remains safe, inclusive and professionally managed.

Appendix 4: Vocabulary Progression

To support safeguarding, communication and personal development, pupils are taught age-appropriate and progressively sequenced vocabulary throughout the RSHE curriculum. This includes:

Anatomical Vocabulary

Pupils learn the correct scientific names for body parts, including private body parts, in an age-appropriate manner, progressing from early body awareness in EYFS to puberty, reproduction and human development in Upper Key Stage 2.



Safeguarding Vocabulary

Pupils develop the language needed to recognise concerns, communicate worries and seek help. This includes vocabulary linked to feelings, trusted adults, personal safety, online safety, bullying, discrimination, consent and wellbeing.

Consent and Relationship Vocabulary

Pupils learn vocabulary relating to boundaries, privacy, respect, equality, healthy relationships and consent. Knowledge is carefully built over time so that pupils can discuss sensitive issues with increasing confidence and maturity.

Vocabulary progression is monitored through curriculum planning, teaching and assessment to ensure pupils are equipped with the language needed to stay safe and communicate effectively.

Appendix 5: Safeguarding Curriculum Mapping to KCSIE 2026

The RSHE curriculum forms a key part of Hunningley Primary Academy's safeguarding strategy and supports the prevention of harm through education.

Through the Kapow RSHE curriculum, pupils are taught how to:

- recognise and report concerns;
- identify trusted adults and support services;
- understand personal boundaries and consent;
- stay safe online;
- recognise bullying, discrimination and prejudice;
- develop healthy relationships;
- understand risk and make safer choices;
- seek help when worried or unsafe.

Curriculum content is reviewed annually alongside safeguarding priorities, Keeping Children Safe in Education (KCSIE) requirements and local safeguarding partnership guidance to ensure continued relevance and statutory compliance