Excel Learning Trust

Primary Relationships Education/Relationships & Sex Education (RSE) Policy

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1. Policy Development and Review

1.1 As part of the statutory requirements for Relationships, Sex & Health Education, all primary schools must have in place a written policy for Relationships Education and/or RSE if additional non-statutory sex education is taught.

1.2 Schools should ensure that the policy meets the needs of pupils and parents/carers and reflects the community they serve.

1.3 This policy has been developed in consultation with staff and parents. The process for this involved sharing the draft policy with staff at school and Trust level, for feedback. The policy was developed by Personal Development and PSHE Leads across the Trust and tailored for the specifics of primary school settings by the school PD Leads. The policy was also shared with parents and carers for consultation and feedback within a two week consultation window.

1.4 Schools must proactively engage and consult parents and carers when developing and reviewing their policy, ensuring parents and carers understand that effective RSHE is important for promoting and protecting the wellbeing of all children. In Excel Learning Trust, we fully embrace this approach by sharing details of our proposed curriculum annually with parents and carers. We welcome feedback on our proposed curriculum through consultation. We also promote the value of the content of our RSHE curriculum through regular parent contact which may include: school newsletters; class updates; parent and carers feedback meetings; conversations at hand-over.

1.5 This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSHE) in the school for staff, parents/carers, academy committee members and other stakeholders.

1.6 This policy is available on our primary school websites. Copies can also be made available on request from each primary school office.

2. Statutory and Legal Requirements

2.1 Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

2.2 Sex education is not compulsory in primary schools, but the DfE recommends that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

2.3 The statutory guidance document has been reviewed to ensure that our Trust policy and approach is in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance.

2.4 Our primary schools, deliver Relationships Education/RSE, as set out in this policy, in line with current statutory duties and requirements.

2.5 Our primary schools must provide Relationships & Sex Education to all pupils in line with the Children and Social Work Act 2017. In teaching RSE in our primary schools, we must have regard for guidance issued by the Secretary of State, as required by the Education Act 1996.

2.6 Legislation and guidance documents that inform our primary schools' RSE policy include:

- Education Act (1996).
- Learning and Skills Act (2000).
- Education and Inspections Act (2006).
- Equality Act (2010).
- Keeping children safe in education (2025).
- Children and Social Work Act (2017).
- Relationships Education, Relationships & Sex Education (RSE) and Health Education (2025)

2.7 Since September 2020, it is statutory for primary schools to cover Relationships Education and secondary schools to deliver Relationships & Sex Education. Health Education is also statutory for both phases and covers the key facts about puberty, menstrual wellbeing, growing up and physical/emotional changes etc. in the 'Developing Bodies' unit. There are substantial links between the RSHE curriculum and other curriculum areas, such as science. This is due to content within the National curriculum for science, such as: conception; body parts; the human body from birth to old age (including puberty). Further information about the links to other curriculum areas can be found in the 'Definition and aims of RSE' section of this policy.

2.8 Our RSHE policy and programme links to key content about pupil welfare and promoting wellbeing found in *Keeping Children Safe in Education*. It also fulfils the Education and Inspections Act (2006) need for schools to perform the duty to promote the wellbeing of pupils. The Education Act, (1996) also requires headteachers and governing bodies to have regard to the Relationships Education, Relationships & Sex Education and Health Education (England) Regulations (2025), to make a statement of policy on their provision and set out the process and circumstances in which a pupil may be excused; this is further explained in the section 'parents' right to withdraw'.

3. Links to other policies:

3.1 This policy reflects how we deliver Relationships Education/Relationships & Sex Education (RSE) in our primary schools, as part of a whole-school approach to the subject. The following policies also have links to our Relationships Education/RSE provision across the school in developing positive, safe and healthy pupil attitudes and behaviours:

- Behaviour Policy – Primary
- Child Protection and Safeguarding Policy
- SEND Policy
- Online Safety Policy
- Young Carers Policy
- SMSC / British Values Policy
- Anti-bullying Policy
- Curriculum Policy
- Equalities Policy

3.2 Preventative safeguarding practice is an underlying theme of our Trust culture, and it is important that RSE content delivery links to broader policies to support pupil safeguarding.

4. Definitions and aims of RSE

4.1 At Excel Learning Trust we believe that our pupils need to be educated in Relationships Education and Relationships & Sex Education (RSE) as part of a broad and balanced curriculum that develops the whole child and supports their personal development, health and wellbeing.

4.2 We define Relationships Education as learning about personal, physical, social, moral, cultural and emotional development. It includes understanding the importance of stable and loving relationships, respect, love and care, and different kinds of family life, friendships and other relationships. It also involves acquiring information and developing and forming positive beliefs, values and attitudes that help pupils to form and maintain healthy relationships and connections.

4.3 We define sex education as an age-appropriate education which focuses on bodily autonomy, healthy boundaries, correct anatomical terms, and reproduction. It highlights how sex is potentially within an adult relationship, as opposed to a child's healthy relationships. We believe that this is an education which should be introduced gradually, in an age-appropriate manner, with non-statutory content introduced in Year 6. Sex education is not about promoting sexual orientation or sexual activity, but about providing pupils with an understanding of reproduction. Non-statutory sex education content includes: scientific language to describe body parts; reproduction and conception; stages of pregnancy; sexual consent.

4.4 We consider effective Relationships Education and RSE to be a vital part of effective safeguarding. We believe Relationships Education and RSE are important for our pupils because they help to keep everyone safe, happy and healthy.

4.5 The overarching aims of Relationships Education and Relationships & Sex Education (RSE) at our primary schools is to provide pupils with an age-appropriate knowledge and understanding of healthy relationships in the world around them, framed by an underpinning theme of consent and kindness.

4.6 The aims of RSE link closely to the Trust's and each of our primary school's values.

4.7 At an appropriate age for our pupils, part of our primary school provision also includes the teaching of relevant additional non-statutory sex education to complement pupils' wider understanding of human development and relationships. Any non-statutory sex education content is clearly identified in our curriculum overview (see appendix 1). Further information can be found in the 'Working with parents/Parents' right to withdraw' section of this policy.

4.8 Relationships Education and RSE are not about the promotion of sexual orientation or sexual activity. Instead, they support understanding and acceptance of the diverse relationships that exist within our school community, in modern Britain and beyond.

4.9 We ensure that any Relationships Education and RSE we deliver is inclusive and meets the needs of all our pupils, including those pupils who have special educational needs and disabilities (SEND).

4.10 The Department for Education (DfE) states in paragraph 30 of the updated RSHE guidance (2025): "Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."

5. Curriculum Content and Organisation

5.1 Our Relationships Education and Relationships & Sex Education (RSE) curriculum and policy have been developed in consultation with parents, pupils, and staff, in line with current statutory guidance and with regard to best practice around the age and needs of our pupils.

5.2 The PSHE/RSE subject lead is responsible for overseeing and organising the Relationships Education/RSE curriculum. This includes supporting curriculum planning and development, supporting teachers and ensuring that resources used are in line with our curriculum plan and school policy.

5.3 Relationships Education/RSE is delivered as part of our PSHE programme. Through this, we aim to provide pupils with the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Our provision intends to help young people develop confidence in talking about and considering relationships that we all have.

5.4 Relationships Education/RSE is taught gradually across key stages so that learning builds year by year in a way that is appropriate to pupils' age and maturity. This approach responds to the pupils' needs and supports them to manage the opportunities and challenges they may face as they grow up. This spiral curriculum reinforces themes and content from previous academic years.

5.5 Our primary schools use the Kapow Primary RSE/PSHE scheme of work as the basis for our Relationships Education/RSE provision.

5.6 Our Relationships Education/RSE provision is mapped to the statutory requirements for Relationships Education and Health Education. Related content is also taught through other curriculum subjects, such as religious education and science. Pupils also explore related themes through assemblies and whole school events, where appropriate. Relationships content is further embedded through our schools' values.

5.7 Relationships Education/RSE is delivered through timetabled curriculum lessons as part of our PSHE and RSE curriculum. Related statutory elements are also delivered through science, in line with the National curriculum.

5.8 As part of our PSHE and RSE curriculum, we cover a range of topics and learning outcomes that support Relationships Education/RSE across the schools.

5.9 For further information about our Relationships Education/RSE curriculum, see the curriculum overview in Appendix 1. Any non-statutory sex education content is clearly highlighted for reference.

6. Delivery of RSE

6.1 Our Relationships Education/RSE curriculum is delivered predominantly by teachers or other staff within our primary schools from EYFS to Year 6 and forms part of our timetabled Personal, Social, Health & Economic (PSHE) education programme.

6.2 We recognise that external visitors can add value to the teaching and delivery of Relationships Education/RSE due to their specialist knowledge or expertise. On occasion, appropriately experienced visitors may contribute to the delivery of Relationships Education/RSE. Relevant policies, including this policy, are shared with any visitors prior to delivery to ensure expectations are clear. School staff are always present during sessions delivered by visitors, and visitors are expected to work in line with this policy and other relevant policies.

6.3 Creating a safe learning environment is a vital part of effective Relationships Education/RSE delivery, particularly where sensitive or complex issues may be explored. Our primary schools support pupils to develop confidence in talking, listening and thinking about relationships in a safe and secure way.

6.4 To support this, a range of strategies are used, including:

- Establishing clear ground rules or learning agreements with pupils on boundaries in lessons.
- Using 'distancing' techniques and strategies.
- Understanding how to discuss sensitive topics, questions or comments from pupils.
- Using age-appropriate materials.
- Encouraging reflection and discussion.

6.5 A wide variety of best-practice teaching and learning approaches are used within the Kapow RSE/PSHE programme to support effective and sensitive delivery of Relationships Education/RSE. These include:

- Film-clips/graphics.
- Scenarios and stories.
- Images and visual prompts.
- Reflection and discussions activities (i.e. whole class, small groups, paired etc.).
- Role play.
- Problem-solving activities.
- Independent, paired and group work.
- The use of anonymous question boxes.

6.6 Staff receive training where required to support safe and effective delivery, including how to manage sensitive topics and pupil questions. During Relationships Education/RSE lessons, pupils are encouraged to ask appropriate questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

6.7 Teaching staff aim to answer questions honestly and factually, within the scope of the curriculum. Where a question is not age-appropriate, falls outside the curriculum, or a member of staff does not feel it is appropriate to answer in class, pupils may be supported individually or signposted to parents or carers, who have the primary responsibility for discussing sensitive matters.

6.8 This approach ensures pupils receive accurate, non-judgmental answers while respecting parental rights and maintaining the integrity of the school's curriculum.

6.9 When delivering Relationships Education/RSE, teachers are sensitive to the differing needs of pupils and ensure that appropriate adaptations to learning materials are made so they are inclusive, engaging, safe and accessible to all pupils, including any those with additional needs or those with SEND.

6.10 The DfE makes it clear that schools should make provision for how teachers will answer questions that may be asked by pupils about topics in sex education that the school does not cover, or that relate to sex education from which a child has been withdrawn.

6.11 Our schools deliver Relationships Education and Health Education in the primary phase, as required by statutory guidance. We also deliver additional non-statutory sex education lessons in Year 6 that cover conception and the birth of a baby, where the parental right of withdrawal applies.

6.12 If pupils ask about sex education topics that are not covered in our primary programme (for example, contraception, sexual activity, explicit sexual content), teachers redirect the conversation to the learning being covered, remind pupils of agreed ground rules on asking questions and where they can seek help or advice from trusted adults. If teachers have concerns regarding any question asked by pupils, they will follow Trust safeguarding procedures.

6.13 In responding, teachers use a neutral script such as: "That's a thoughtful question. It's not part of our learning today, so we are not going to explore it in class. If you

are worried about anything then you can talk to me or another trusted adult privately outside of the lesson"

6.14 If a pupil who has been withdrawn from sex education lessons asks a question about withdrawn content, teachers will not answer in class and will use a neutral script such as: "That question is about content your parent has asked us not to cover with you in school. Let's make sure an adult follows this up with you safely."

6.15 Parents will be informed that their child has asked a question which they may need to follow-up with their child and offer guidance for discussing it at home if needed. If teachers have concerns regarding any question asked by pupils, they will follow Trust safeguarding procedures.

6.16 As part of our Relationships Education/RSE delivery, pupils are supported to understand who they can speak to in school if they have concerns or worries about anything that has been covered. Building children's ability to understand that there is always help available from trusted adults is an important cross-cutting element of our PSHE and RSE provision. We also signpost pupils to other reliable external service and sources of help and support, such as Childline.

7. Inclusion

7.1 It is our intention that all pupils have the opportunity to experience a programme of Relationships Education/Relationships & Sex Education (RSE) at a level that is appropriate for their age and cognitive development, with differentiated provision where required. We operate a fully inclusive ethos in our school, with adaptive teaching a core theme of all lessons. Lesson plans and content are adapted by the subject lead and teachers where necessary to ensure that all pupils can effectively access Relationships Education/RSE learning.

7.2 Our schools recognise that there are different ethnic, religious and cultural beliefs and attitudes around Relationships Education/RSE topics, as well as acknowledging that pupils may come from a variety of different family types and backgrounds. These differences are reflected through teaching and resources that promote diversity and inclusion in Relationships Education/RSE.

7.3 During PSHE and RSE sessions, objective discussion of the diversity of the community we serve, and wider society in modern Britain, is approached in a sensitive and age-appropriate manner so that all pupils have access to lessons that are inclusive and based on a factual understanding of the law.

7.4 We are mindful of statutory guidance from the Department for Education (DfE) and Ofsted, and of the legal responsibilities placed upon schools by the Equality Act (2010) to promote inclusion, mutual respect and the protection of protected characteristics. Relationships Education/RSE provides an opportunity to support the discharge of these duties in a safe and appropriate environment. The full Act can be viewed here: http://www.legislation.gov.uk/ukpga/2010/15/contents

7.5 All schools in England have a legal responsibility to eliminate discrimination and are required to raise pupils' understanding and awareness of diversity and to promote respectful relationships with those who are different from them. This is part

of the requirements of the Equality Act (2010), as well as teaching of British Values (2014).

7.6 Teachers use adaptive teaching strategies to support pupils with SEND to be able to access the curriculum content meaningfully in the classroom. For a small number of pupils, alternative approaches to delivery may be required to meet individual needs. In such circumstances, schools will make reasonable adjustments to ensure that all pupils can access the RSE curriculum in an appropriate and meaningful way.

8. Safeguarding and confidentiality

8.1 Confidentiality in Relationships Education/Relationships & Sex Education (RSE) lessons is managed in line with the Trust's safeguarding and child protection procedures. A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school will follow safeguarding protocols at all times.

8.2 Through the ground rules established as part of creating a safe learning environment in all PSHE and RSE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment. Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns.

8.3 Teachers are aware that effective Relationships Education/RSE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff will inform the Designated Safeguarding Lead (DSL), in line with the Trust's safeguarding policy.

8.4 All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the Trusts safeguarding policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority.

8.5 Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment.

9. Working with parents / parents' right to withdraw

9.1 The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

9.2 At Excel Learning Trust we are committed to working closely with parents to ensure that we create the best possible Relationships Education/Relationships & Sex Education (RSE) curriculum for our pupils, while also supporting parents in the

conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards Relationships Education/RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact our schools to view resources and discuss any questions or concerns with the Head of School or subject lead.

9.3 As set out in Department for Education (DfE) requirements, schools should show parents a representative sample of the resources they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. To meet this duty, we provide samples of materials during parent events held in school, where appropriate. Parents who wish to view additional RSHE/PSHE teaching materials are asked to contact their school to arrange an appointment, during which the Head of School and/or subject lead will share information, resources and discuss any specific topics, issues or concerns. This approach supports open discussion and helps build understanding of the context of our RSHE/PSHE provision across our schools.

9.4 Our primary schools value transparency and partnership with parents and carers in delivering high-quality Relationships, Sex and Health Education (RSHE). In line with statutory guidance, we will:

1. **Provide access to RSHE curriculum materials:** Parents and carers may request to view materials used in R(S)HE lessons, including those from external providers.
2. **Offer multiple ways to view resources**: Representative samples of lesson plans and teaching resources are shared during parent events where these are held. Additional materials can be viewed by appointment at the school or via secure online access, where this is feasible.
3. **Engage parents proactively**: Parents are informed of any significant changes to R(S)HE content and invited to share feedback.
4. **Safeguarding and copyright considerations**: While we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents are offered supervised viewing in school. All sharing of materials must comply with safeguarding and data protection policies.

9.5 This approach ensures that parents are fully informed and able to support their child's learning at home, while maintaining compliance with statutory requirements.

9.6 Parents are given opportunities to understand the purpose and context of Relationships Education/RSE as part of our approach to pupils' personal development.

9.7 We recognise that clear communication, opportunities to ask questions and open discussion help build confidence in the curriculum, and we provide opportunities to support this by: sharing the Trust policy and communicating with parents and carers

through a range of appropriate methods, which may include school newsletters, parent evenings, information sessions or other forms of engagement.

9.8 While we believe that all content within our PSHE and RSE curriculum is important and relevant for pupils, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons, other than those that form part of the National curriculum for science.

9.9 Please refer to our programme overview document (Appendix 1), which clearly highlights any lessons where sex education is delivered and where the parental right of withdrawal applies. Currently, these sessions are delivered in the Summer Half Term 2 of Year 6.

9.10 Parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education delivered as part of RSE.

9.11 In line with current DfE statutory guidance, there is no parental right of withdrawal from Relationships Education or Health Education, or from any sex education content that forms part of the National curriculum for science. These are statutory requirements that schools are required to teach.

9.12 We view the partnership between home and our schools as vital in providing context around the themes covered in Relationships Education/RSE. We keep parents and carers informed by publishing an overview of the programme and this policy on our schools' website, and by providing further information and examples of teaching resources on request. Parents may also view curriculum materials and discuss content and delivery with the subject lead if required.

9.13 We acknowledge that parents and carers have an important role to play in Relationships Education/RSE and should feel confident that the school's programme complements and supports their parenting role.

9.14 We ask parents to consider the proven contribution that age-appropriate sex education can make in keeping pupils safe and preparing them for adulthood.

9.15 If parents wish to request that their child be withdrawn from any non-statutory sex education, they should contact their school or Head of School. Parents will be invited to a meeting to discuss concerns and view relevant teaching resources. If parents choose to proceed with withdrawal, the request is recorded and alternative provision is made for the pupil during these sessions so that they are not present in the lesson.

9.16 It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility.

10. Roles and responsibilities

10.1 The following is a summary of some of the key expectations relating to roles and responsibilities within our school community for Relationships Education/Relationships & Sex Education (RSE). This list is not exhaustive, but provides a clear reference point for the main expectations.

10.2 The Trust Executive Team will:

- Approve the Relationships Education/RSE policy and hold the Head of School to account for its implementation based on statutory duties.

10.3 The Head of School will:

- Oversee all aspects of this policy and ensure it is implemented and reviewed as required.
- Work with the subject lead to support the implementation of this policy.
- Ensure that Relationships Education/RSE is taught consistently across their school in line with this policy.
- Manage the process for any parental requests to withdraw pupils from non-statutory sex education.
- Ensure that all staff receive appropriate training relating to RSHE.
- Ensure that all staff are aware of this policy and associated guidance.
- Ensure that the school meets statutory requirements for Relationships Education, RSE and Health Education.
- Communicate with staff, parents/carers and academy committee members to ensure understanding of the school's Relationships Education/RSE curriculum and policy.

10.4 All staff will:

- Teach Relationships Education/RSE in line with this policy and the curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.
- Model positive attitudes and behaviours.
- Consult the subject lead if they have questions regarding provision.
- Monitor pupil progress and provide feedback on delivery when requested.
- Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning.
- Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive Relationships Education/RSE.
- Ensure that they are up to date with policy and curriculum requirements around Relationships Education/RSE.
- Take part in training as required.
- Follow Trust safeguarding procedures and inform the DSL if any safeguarding concerns arise.
- Respond appropriately to parental requests to withdraw pupils from non-statutory sex education.

10.5 The subject leader will:

- Oversee the day-to-day operation of the Relationships Education/RSE provision and policy.
- Keep up to date with changes in legislation and best practice.

- Support or organise training where necessary.
- Liaise with relevant external agencies (for example, school nursing services or visitors).
- Ensure appropriate resources and materials are available.
- Develop, review, monitor and evaluate the delivery of Relationships Education/RSE.
- Report to senior leaders as requested

10.6 Pupils will:

- Take part fully in lessons.
- Follow and contribute to agreed ground rules in lessons.
- Behave appropriately and treat others with respect and sensitivity.
- Talk to teachers or other school staff if they have worries or concerns.
- Support the creation of positive and inclusive Relationships Education/RSE lessons.

10.7 Parents/carers will:

- Share responsibility for supporting their child's Relationships Education/RSE learning and wider personal, social and emotional development.
- Support the delivery of Relationships Education/RSE in line with this policy.
- Engage in consultation and information-sharing opportunities.
- Seek additional support from the school where needed.

11. Training and staff development

11.1 All staff must ensure that they are up to date with policy and curriculum requirements regarding Relationships Education/Relationships & Sex Education (RSE). We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

11.2 As stated by the Department for Education (DfE), the RSHE curriculum in schools should be delivered by staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support, and not to alarm, pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures. The Trust is committed to ensuring that staff have access to appropriate training, guidance and professional development to support the effective delivery of Relationships, Sex and Health Education.

11.3 We expect staff to provide regular feedback to the subject lead on their experience of teaching Relationships Education/RSE, including identifying any areas where additional support or training would be helpful.

12. Monitoring and evaluation of RSE

12.1 Our aim is to provide Relationships Education/RSE that is relevant and tailored to meet the needs of our pupils, based on their age and stage of personal development. For this reason, we regularly review our curriculum to evaluate its effectiveness.

12.2 The PSHE/RSE subject lead is responsible for monitoring and evaluating provision to ensure that the programme is effective and impactful.

12.3 The subject lead reports to senior leaders and provides information, updates and assurance as required.

12.4 Monitoring and evaluation may include:

- Monitoring of planning.
- Lesson observations.
- Learning walks.
- Work scrutiny.
- Pupil voice activities.
- Staff feedback.
- Parent feedback and engagement.
- Surveys.
- Consideration of local or school level sources of data (for example, behaviour, health or safeguarding information).

12.5 Teachers are expected to reflect on their delivery of Relationships Education/RSE and provide feedback to the subject lead to support ongoing development of the subject

Appendix 1:

The following is an overview of the PSHE/RSE content, delivered through the KAPOW scheme.

	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?
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 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?
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?	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 (non-statutory content), covering conception, pregnancy, birth, and consent. Parents have the right to withdraw their child from this unit.

Parents have the right to withdraw from the Year 6 Summer 2 unit of sex education. Otherwise, per the DfE RSE statutory guidance, all relationships and health education is statutory, and parents do not have the right to withdraw their child.