

Relationships and sex education policy

Portsmouth Primary School



Approved by:	Full Governing Body	Date: July 2026
Last reviewed on:	Consultation with parents May 2026	
Next review due by:	July 2027	

Contents

1. Aims	2
2. Statutory requirements	2
3. Policy development	3
4. Definition	3
5. Curriculum	3
Key curriculum themes include:	4
Online Safety and Digital Literacy	4
Consent, Boundaries and Personal Safety	4
Safeguarding Focus	4
6. Delivery of RSE	5
7. Roles and responsibilities	8
8. Parents' right to withdraw	8
9. Training	8
10. Communicating the policy to new parents	9
11. Monitoring arrangements	9
Appendix 1: Parent form: withdrawal from sex education within RSE	19

1. Aims

At Portsdown Primary School and Early Years, we believe that Relationships and Sex Education (RSE) and Personal, Social and Health Education (PSHE) provide a vital foundation for pupils' personal development, wellbeing and safety.

We aim to equip pupils with the knowledge, skills and values they need to lead safe, healthy and fulfilling lives. Through a carefully planned and sequenced curriculum, pupils develop a positive sense of self, respect for others, and the confidence to make informed decisions.

We recognise that high-quality RSE plays a key role in safeguarding. It supports pupils to understand risk, develop resilience, and know how and when to seek help.

The aims of RSE at our school are to:

- Provide a safe, structured framework for sensitive discussions
- Prepare pupils for puberty and physical and emotional development
- Teach accurate, age-appropriate knowledge of relationships, health and the human body
- Teach pupils the correct anatomical terminology to describe themselves and their bodies
- Develop pupils' understanding of consent, personal boundaries and respect
- Help pupils develop feelings of self-respect, confidence, empathy and resilience
- Support pupils to recognise risks, including online risks, and know how to respond safely
- Create a positive, inclusive culture around issues of relationships, family life and sexuality.

The school will be teaching using the Kapow RSE scheme. As stated by Kapow,

"Kapow's new RSE & PSHE meets all the requirements of the statutory Relationships, Sex and Health Education (2025) set out by the DfE.

It provides a clear, compliant curriculum that supports high-quality, progressive RSE & PSHE teaching and learning from EYFS to Year 6.

Grounded in best practice and shaped by expert insight, Kapow RSE & PSHE builds understanding over time, ensuring learning is age-appropriate, inclusive and carefully sequenced.”

2. Statutory 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](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

We have regard to the Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (2026), which is statutory from September 2026.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Portsdown Primary School and Early Years we teach RSE in line with this policy and statutory guidance.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents.

The process included:

1. Review of national and local guidance, including 2026 statutory updates – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Governor ratification – once amendments were made, the policy was shared with governors and ratified

Pupil voice continues to inform the ongoing development of the RSE curriculum to ensure it remains relevant and responsive.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about:

- Relationships and family life
- Respect, equality and diversity
- Personal identity and wellbeing
- Physical development and health

RSE involves sharing factual information and exploring values in a safe and supportive environment. It is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Kapow scheme but we may need to adapt it as and when necessary. Parents are able to access the Kapow Parent Portal for further information about what we are teaching and to which year group. This is available at <https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>

Parents and carers have the right to view RSE & PSHE teaching materials – we encourage you to contact your child's class teacher if you would like to see resources in more detail.

Our RSE curriculum is carefully **sequenced and progressive**, ensuring that knowledge and skills build appropriately across year groups in line with pupils' age and developmental stage.

The curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education focuses on:

- Preparing pupils for puberty
- Understanding physical and emotional changes
- Basic knowledge of reproduction (how a baby is conceived and born)

Key curriculum themes include:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships and digital safety
- Being safe

Online Safety and Digital Literacy

Pupils are explicitly taught about:

- Safe and respectful behaviour online
- Privacy, consent and image sharing
- Risks such as harmful content, exploitation, coercion and misinformation
- How to seek help and report concerns

Consent, Boundaries and Personal Safety

Pupils are taught, in an age-appropriate way:

- The concept of consent
- Personal boundaries and bodily autonomy
- How to recognise pressure, unsafe situations or inappropriate behaviour
- How to respond and seek help

Safeguarding Focus

The curriculum reflects current safeguarding priorities, including:

- Peer-on-peer abuse
- Harmful sexual behaviour
- Misogyny and gender stereotypes
- Exploitation and coercion

Puberty and Human Reproduction

Our curriculum topics on puberty and human reproduction are structured as follows:

- EYFS - growing up and how we have changed since babies
- KS1 - the correct anatomical terminology to describe body parts
- Year 3 - how bodies change as they grow, including puberty and menstruation
- Year 4 - puberty, menstruation and a simple introduction to conception
- Year 5 - puberty in more detail, including social and emotional aspects, and conception in biological terms
- Year 6 - puberty, becoming a teenager and understanding conception to the birth of a baby.

6. Delivery of RSE

At Portsdown, we teach weekly personal, social, health and economic (PSHE) education lessons in order to teach the knowledge and skills in a developmental and age-appropriate way. PSHE lessons are reinforced through assemblies, wider curriculum opportunities, the school ethos, praise and reward systems, external visitors and Learning Mentors. We aim to apply what we have learnt to everyday situations in the school community. In addition, the school delivers statutory Health Education, including content on physical health, mental wellbeing and healthy lifestyles.

RSE is taught within the PSHE curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.

Teaching is:

- Age-appropriate and inclusive
- Evidence-based and factually accurate
- Sensitive to pupils' needs and experiences
- Delivered in a safe and supportive environment

Jigsaw, the mindful approach to PSHE, provides complete coverage of all statutory Relationships Education and Health Education requirements through six carefully sequenced Puzzles (units) taught across the academic year. Learning is age-appropriate and builds progressively from Reception to Year 6.

Puzzle	When taught	Statutory coverage	Key RSHE Content
Being Me In My World	Autumn 1	Relationships Education, Health Education	Rights and responsibilities, help-seeking, trusted adults, boundaries, conflict resolution, citizenship, the UNCRC
Celebrating Difference	Autumn 2	Relationships Education	Family diversity (including same-sex parents), bullying prevention, protected characteristics, inclusion, challenging stereotypes
Dreams & Goals	Spring 1	Health Education	Self-esteem, resilience, mental wellbeing, healthy lifestyle choices, financial literacy, online safety, water safety
Healthy Me	Spring 2	Health Education	Physical health, substance awareness (smoking, vaping, alcohol), safety education (road, rail, water, fire), first aid, mental health
Relationships	Summer 1	Relationships Education	Families, friendships, personal boundaries, online relationships, recognising unhealthy relationships, support networks
Changing Me	Summer 2	Health Education	Life cycles, body parts, puberty, menstruation, body image, conception and birth (optional)
Changing Me	Summer 2	<i>Non Statutory, recommended Sex Education</i>	<i>Ages 9-10, Piece 4 - Conception Ages 10-11, Piece 3 - Babies: Conception to Birth</i>

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, please speak to the class teacher and/or refer to Kapow's Parent Zone <https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6.1 Inclusivity

Our teaching reflects the diversity of modern Britain and includes:

- Different family structures (including same-sex parents)
- Respect for all protected characteristics under the Equality Act 2010

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

The curriculum is adapted to meet the needs of pupils with SEND, ensuring accessibility and appropriate pacing. All pupils are supported to engage with the curriculum in a way that is appropriate to their needs.

6.1 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

6.2 External agencies and visitors and use of external organisation's materials

External agencies may be invited to support the delivery of all aspects of PSHE. These may include: the school nurse, The National Society for the Prevention of Cruelty to Children (NSPCC) and the police. External agencies and visitors are familiar with and understand the school's RSE policy and safeguarding policy and work within these documents. All visitors are supervised/supported by a member of staff at all times. The input of visitors is monitored and evaluated by staff and this evaluation informs future planning.

We will make sure that an agency and any materials used (for example published by Kapow and the NSPCC) are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers (for Kapow, this is via their parent portal: <https://www.kapowprimary.com/subjects/rse-pshe/curriculum/rse-pshe-parent-information/>)

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Staff will follow the safeguarding policy with regards to any disclosures made during RSE/PSHE lessons. Where staff are impacted personally by the teaching of PSHE/RSE, then they have access to formal and informal support. For example, they can access the Employee Assistance Programme or EAP 24 hours a day and 7 days a week. They are also able to seek support, advice and guidance from the PSHE/RSE lead as well as members of the Senior Leadership Team.

10. Communicating the policy to new parents

For parents joining the school mid-year:

When a child joins Portsdown Primary School during the academic year, parents will be informed about our RSE policy and curriculum as part of the admissions process.

This will include:

- **At the point of admission** – Parents will be directed to the RSE policy on the school website and informed of their right to view the full curriculum content

- **During the welcome meeting** – The headteacher or a member of the senior leadership team will signpost:
 - The school's approach to RSE and PSHE
 - What their child will be learning in their year group
 - The statutory nature of relationships education
 - Their right to withdraw their child from non-statutory sex education (if applicable to their child's year group)
 - How to access further information or raise questions
- **Access to resources** – Parents will be offered the opportunity to:
 - View curriculum materials and resources used in their child's year group
 - Meet with the PSHE/RSE Subject Leader if they have specific questions or concerns
 - Attend the next scheduled parent information session on RSE (held annually)

For parents joining during a term when RSE content is being taught:

- The class teacher will inform parents in advance of any upcoming RSE lessons
- Parents will be given the opportunity to discuss the content and ask questions before teaching begins
- If parents wish to exercise their right to withdraw their child from sex education, they should complete the form in Appendix 1 and return it to the headteacher as soon as possible

This ensures that all parents, regardless of when their child joins the school, have the same level of information and opportunity to engage with our RSE provision.

11. Monitoring arrangements

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. Teachers assess pupils' understanding in RSE through discussion, questioning, retrieval activities and low-stakes quizzes, alongside regular use of pupil voice. Assessment is linked to the intended learning objectives, enabling staff to identify gaps or misconceptions. Teaching is then adapted through revisiting content, targeted support and responsive planning to ensure all pupils make progress and can apply their learning confidently.

The delivery of RSE is monitored by the PSHE/RSE Subject Leader through planning scrutinies, learning walks and pupil interviews

This policy will be reviewed by the PSHE/RSE Subject Leader or a member of the Senior Leadership Team annually. At every review, the policy will be approved by the governing board.

Appendix 1: Parent form: withdrawal from sex education within RSE

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

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