

Temple Meadow Primary School



Relationship, Sex and Health Education Policy

Safeguarding Policy Statement

This policy is part of the wider umbrella of Keeping Children Safe in Education - and Temple Meadow's Safeguarding and Child Protection Policy.

To SLT:	July 2026
To Staff:	July 2026
To Governors:	July 2026
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At Temple Meadow Primary School, we believe that Relationships, Sex and Health Education (RSHE) is a fundamental part of every child's education and contributes significantly to children's personal development, wellbeing, safeguarding and preparation for life in modern Britain.

Our RSHE curriculum equips children with the knowledge, skills and values needed to:

- build positive, respectful relationships
- recognise healthy and unhealthy behaviours
- stay safe online and offline
- develop resilience and emotional wellbeing
- understand physical and mental health
- celebrate diversity and inclusion
- recognise and report concerns
- make informed and responsible decisions

RSHE is delivered within a whole-school culture that promotes safeguarding, equality, inclusion, respect and children's rights. The school recognises that RSHE plays a critical role in protecting children from abuse, exploitation, harmful sexual behaviour, online harms, coercion and discrimination, in line with Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, the Equality Act 2010 and statutory RSHE guidance.

Aims

The aims of RSHE at Temple Meadow are to enable children to:

Relationships Education	Health Education
• develop positive friendship and relationships • understand the characteristics of healthy relationships • understand the importance of kindness, respect and empathy • recognise bullying, prejudice and discrimination • understand the diversity of families in modern Britain • know how and where to seek help if worried •	• understand physical health and healthy lifestyles • develop emotional literacy and resilience • understand mental wellbeing • recognise and manage feelings appropriately • understand personal safety and risk • develop self-care and healthy habits
Personal Safety and Safeguarding	Preparing for Future Learning
• understand consent and bodily autonomy in age-appropriate ways • recognise abuse and exploitation • identify trusted adults • know how to seek help • understand online risks and safety	• develop confidence and self-awareness • understand body changes and puberty • develop skills for lifelong wellbeing • prepare for transition to secondary education

Statutory Requirements

This policy has been developed in accordance with:

- Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance
- Education Act 2002
- Children and Social Work Act 2017
- Equality Act 2010
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- SEND Code of Practice

Roles and Responsibilities

Governing Board	The Governing Board has overall responsibility for ensuring that the school's RSHE provision complies with statutory requirements and reflects the needs of children and the school community. Governors are responsible for: • Approving the RSHE Policy. • Monitoring the effectiveness of the school's RSHE provision. • Ensuring that statutory Relationships Education and Health Education requirements are met. • Ensuring that RSHE is inclusive, accessible and promotes equality. • Supporting the school in fulfilling its safeguarding responsibilities through the curriculum. • Reviewing and approving any non-statutory elements of the RSHE curriculum, including any sex education taught beyond the National Curriculum for Science. • Ensuring that any additional or adapted curriculum content is appropriate for the age and maturity of children, reflects the needs of the school community, and aligns with the school's values and safeguarding responsibilities. • Receiving regular updates on curriculum developments, parental feedback and statutory changes to ensure ongoing compliance and effectiveness.
Headteacher	The Headteacher is responsible for the overall implementation of this policy and for ensuring that RSHE is delivered effectively across the school. Responsibilities include: • Providing strategic leadership for RSHE. • Ensuring that all staff receive appropriate training and support. • Monitoring the quality and impact of RSHE provision. • Ensuring that resources and curriculum content are appropriate and aligned with statutory guidance. • Ensuring that safeguarding procedures are followed where concerns arise through RSHE teaching. • Working in partnership with governors, staff, parents and external agencies to continually develop provision.
RSHE Leader	The RSHE Leader has responsibility for leading and developing the subject across the school. This includes: • Reviewing and developing the RSHE curriculum.

	• Ensuring clear progression in knowledge, skills and vocabulary across all year groups. • Maintaining curriculum maps and tracking documents to ensure full coverage of statutory requirements. • Supporting staff with planning, delivery and assessment. • Monitoring the quality of teaching and learning through lesson visits, work scrutiny and pupil voice. • Evaluating the impact of the curriculum and identifying areas for development. • Co-ordinating enrichment opportunities and partnerships with external agencies. • Keeping up to date with national developments and statutory guidance.
Designated Safeguarding Lead (DSL)	The Designated Safeguarding Lead is responsible for ensuring that safeguarding themes within the RSHE curriculum complement the school's wider safeguarding arrangements. The DSL will: • Support staff in managing disclosures and safeguarding concerns arising from RSHE lessons. • Provide guidance on emerging safeguarding issues that may inform curriculum development. • Work alongside the RSHE Lead to ensure that the curriculum addresses current safeguarding priorities. • Ensure that safeguarding procedures are followed whenever concerns are identified.
Teaching Staff	All teaching staff are responsible for delivering RSHE in a way that is engaging, inclusive and appropriate to the age and needs of the children. Teachers will: • Deliver planned RSHE lessons in accordance with the school's curriculum. • Create a safe, respectful and supportive learning environment. • Establish and maintain appropriate ground rules for discussion. • Respond to children's questions and contributions. • Promote inclusion, respect and equality. • Monitor children's understanding and progress. • Recognise and report safeguarding concerns in line with the school's Child Protection and Safeguarding Policy. • Liaise with families where appropriate.
Families	Families play a vital role in supporting their child's personal development, relationships, health and wellbeing. Families are encouraged to: • Familiarise themselves with the school's RSHE Policy and curriculum content on our school website. • Work in partnership with the school to support their child's learning and development. • Engage positively with information shared by the school regarding RSHE. • Discuss RSHE learning with their child at home where appropriate, helping to reinforce key messages about relationships, safety, health and wellbeing. • Raise any questions or concerns regarding RSHE provision through the appropriate school channels.

	• Inform the school of any circumstances that may be relevant to their child's participation in RSHE lessons. • Respect the school's responsibility to deliver statutory Relationships Education and Health Education in line with Department for Education guidance. • Submit any requests to withdraw their child from non-statutory sex education, delivered beyond the National Curriculum for Science, in writing to the Headteacher. • Support the school's values of respect, inclusion, equality and safeguarding when discussing RSHE-related topics with their child. By working collaboratively, families and the school can help ensure that children develop the knowledge, understanding, skills and confidence needed to lead safe, healthy and fulfilling lives.
Children	Children are expected to engage positively with RSHE learning and contribute to creating a respectful learning environment. Children will be encouraged to: • Participate fully in lessons. • Listen respectfully to the views of others. • Ask questions appropriately. • Follow agreed ground rules. • Seek support from trusted adults when needed. • Apply their learning to help keep themselves and others safe, healthy and respectful.

RSHE Curriculum Overview

The Department for Education's statutory guidance for Relationships, Sex and Health Education is organised into two core areas: Relationships Education and Health Education. These areas provide the framework for our school's RSHE curriculum and underpin the knowledge, skills and understanding that children develop throughout their primary education.

Relationships Education

Relationships Education supports children to develop positive, respectful and healthy relationships and includes the following strands:

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

Through these strands, children learn how to build and maintain positive relationships, respect differences, understand personal boundaries, stay safe online and offline, and know how to seek help and support when needed.

Health and Wellbeing Education

Health and Wellbeing Education supports children to understand how to maintain their physical health, mental wellbeing and personal safety and includes the following strands:

- General wellbeing
- Physical health and fitness
- Healthy eating

- Drugs, alcohol and tobacco
- Health protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

Through these strands, children learn how to make informed choices about their health, develop resilience and emotional wellbeing, manage risk, understand body changes and puberty, and adopt healthy lifestyle habits that support lifelong wellbeing.

Our curriculum design at Temple Meadow

Temple Meadow Primary School uses the Kapow Primary RSE & PSHE Scheme as the basis of its RSHE curriculum, which is fully aligned with the statutory guidance and provides full coverage of Relationships Education, Health Education and age-appropriate sex education content.

Within the curriculum, learning builds progressively across the key areas of:

- My healthy self
- Connecting with others
- The online world
- Staying safe
- Health protection
- Citizenship and Growing up



Image taken from Kapow's staff presentation

Within these key areas, children revisit important knowledge and concepts with increasing depth and maturity.

Alongside this, the strands of self-regulation, managing self, building relationships and critical thinking develop children's personal and social skills from Reception to Year 6. The first three strands are drawn from the EYFS Framework and extended through KS1 and KS2 to provide continuity in children's social and emotional development. The fourth strand, critical thinking, has been added in recognition of the growing need for children to question what they see and hear — particularly in an online world — and to make informed, thoughtful decisions. These strands are woven through the curriculum to ensure that, as children build their knowledge, they also develop the skills and dispositions they need to thrive.

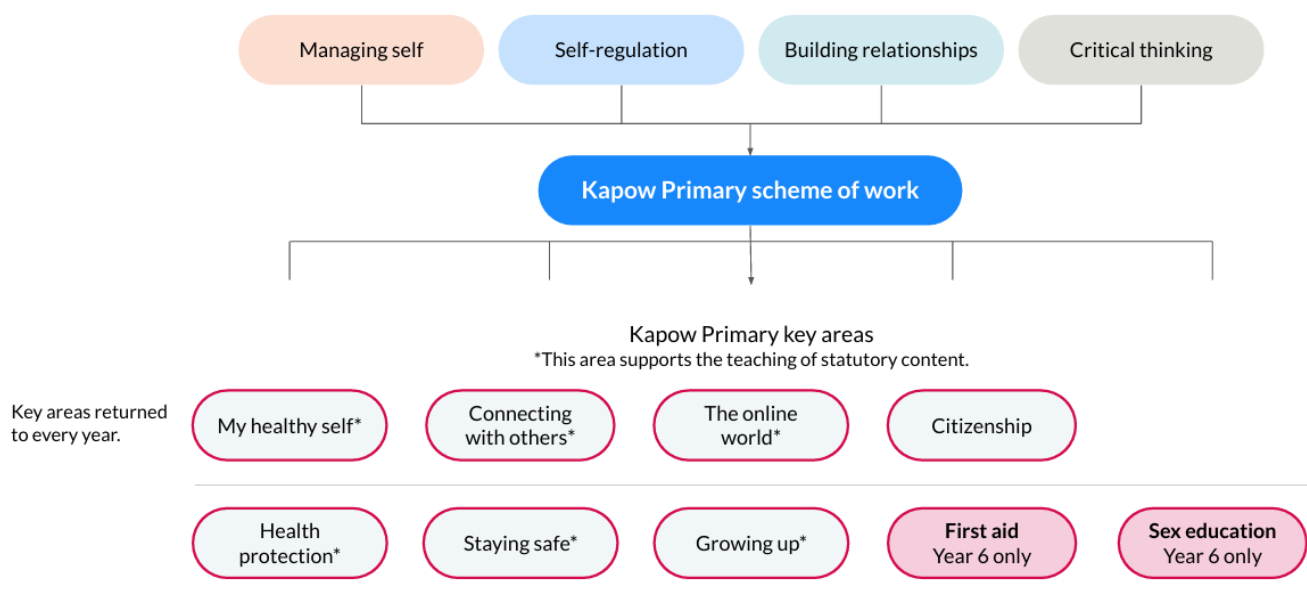


Image taken from Kapow's progression of knowledge and skills document

Below are the units covered each half term from Reception through to Year 6:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	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?	Basic first aid Sex education: How do people become parents and carers? (non-statutory)

Our RSHE and PSHE curriculum is carefully planned to ensure that knowledge, skills and vocabulary are taught progressively from the Early Years Foundation Stage through to Year 6. Detailed progression documents set out the learning journey for each strand of Relationships Education and Health Education, ensuring that children build upon prior learning and revisit key concepts at an age-appropriate level. To ensure full compliance with statutory requirements, we maintain a comprehensive curriculum mapping and tracking document which identifies where every objective from the statutory Relationships, Sex and Health Education guidance is taught. This enables leaders to monitor coverage, ensure progression and avoid unnecessary repetition or gaps in learning.

Whilst the Kapow Primary RSHE and PSHE scheme forms the foundation of our curriculum, we recognise the importance of developing a curriculum that reflects the specific needs, experiences and context of our children, families and community. As a result, our medium-term plans clearly identify where learning has been adapted, enhanced or supplemented to address local issues, emerging safeguarding priorities and the needs of our school community.

We believe that high-quality RSHE extends beyond classroom teaching. Our curriculum is enriched through a range of planned experiences and partnerships with external agencies and professionals. These opportunities provide children with access to specialist knowledge and real-life contexts that further develop their understanding of relationships, health, safety and wellbeing. Where appropriate, children benefit from learning opportunities delivered in collaboration with agencies including the School Nursing Service, DECCA, West Midlands Police, West Midlands Fire Service, Family Hubs and other local partners. These enrichment opportunities are carefully mapped to curriculum objectives and are designed to complement and strengthen classroom learning, ensuring that children receive a broad, relevant and responsive RSHE education that prepares them for life in modern society.

Safeguarding Through RSHE

The curriculum actively supports safeguarding by teaching children about:

- healthy and unhealthy relationships
- inappropriate behaviour
- child-on-child abuse
- harmful sexual behaviour
- online grooming
- coercion
- exploitation
- unsafe secrets
- consent
- body ownership

In response to emerging safeguarding risks identified nationally, age-appropriate teaching also includes:

- online scams
- misinformation
- AI-generated content and deepfakes
- harmful online influences
- misogyny and discriminatory attitudes
- respectful behaviour towards others

These areas reflect the strengthened emphasis within the updated RSHE guidance and KCSIE 2026 safeguarding expectations.

Inclusion and Equality

Temple Meadow is committed to ensuring RSHE is inclusive and accessible to all children. Teaching promotes respect and understanding while ensuring factual, age-appropriate and balanced learning. All children are entitled to access a high-quality RSHE curriculum, and our teachers adapt teaching

appropriately, provide additional scaffolding where required, ensure concepts are accessible, use visual supports and practical activities and liaise with Inclusion staff where appropriate.

Sex Education

Relationships Education and Health Education are statutory in primary schools and parents do not have the right to withdraw their children from these aspects of the National Curriculum.

Beyond statutory requirements, Temple Meadow's governing body has agreed that school can teach age-appropriate sex education in Year 6 to support children's understanding of puberty and preparation for secondary school. This education:

- is factual
- is age appropriate
- is delivered sensitively
- supports safeguarding.

Parents do have the right to withdraw their child from any non-statutory sex education content delivered outside the National Curriculum science programme. Requests should be made in writing to the Headteacher.

At Temple Meadow, we will inform families before any non-statutory sessions are delivered and provide copies of the materials being used for their information to enable them to make an informed decision regarding their child's participation in these sessions.

Parent Partnership

We believe families are children's primary educators. In line with the statutory guidance, Temple Meadow will be open and transparent regarding curriculum content and representative teaching materials. Our RSHE policy and curriculum overviews are published on our school website. We will host an annual RSHE parent information session, so that our families feel well informed and consult with families on policy reviews where appropriate. For non-statutory sessions, we will share learning objectives and offer families opportunities to view teaching materials in advance.

Managing Sensitive Issues

In all classrooms, teachers establish clear ground rules and a safe learning environment where our children are encouraged to ask questions respectfully, challenge ideas rather than individuals, respect differing views and seek support if worried.

Staff will never guarantee confidentiality where safeguarding concerns arise. Any disclosures will be managed in accordance with our safeguarding and child protection policy and procedures.

Responding to Children's Questions

The school recognises that children may ask questions during RSHE lessons that go beyond the planned curriculum or relate to topics that are not included within the primary RSHE curriculum. Questions may also arise from children who have been withdrawn from non-statutory sex education lessons.

All questions will be treated with respect and handled sensitively, taking account of the age, maturity and understanding of the children present.

Teachers will:

- Encourage children to ask questions and seek accurate information.
- Answer questions honestly and factually where the content is age-appropriate and consistent with the planned curriculum.
- Use professional judgement when deciding whether it is appropriate to answer a question within the lesson, at a later time, or not at all.
- Remind children that some questions are better discussed at home with families and encourage them to continue conversations with trusted adults.
- Avoid providing detailed explanations of sexual practices or content that falls outside the school's agreed RSHE curriculum.
- Ensure that responses are appropriate to the age and developmental stage of the children present.
- Not answer questions that could expose children to information that is not suitable for primary-aged children.
- Seek support from senior leaders or the Designated Safeguarding Lead where appropriate.
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Where a question relates to content that is not taught as part of the school's primary RSHE curriculum, teachers may acknowledge the question and explain that it is something children may learn more about as they get older, without providing further detail.

Where a child who has been withdrawn from non-statutory sex education asks a question relating to content from which they have been withdrawn, teachers will respond sensitively and appropriately. In most cases, the child will be encouraged to discuss the matter with their family members so that information can be provided in line with family wishes. Teachers may provide factual information where necessary to support a child's safety, wellbeing or understanding of statutory learning, but will not deliver the withdrawn curriculum content outside of the agreed arrangements.

If a question or discussion raises a safeguarding concern, suggests that a child may be at risk of harm, or results in a disclosure, staff will follow the school's Safeguarding and Child Protection Policy and inform the Designated Safeguarding Lead as appropriate. Teachers will not promise confidentiality to children and will always act in accordance with their safeguarding responsibilities.

Monitoring and Evaluation

The effectiveness of RSHE will be evaluated through:

- lesson drop ins and learning walks
- pupil voice
- curriculum reviews
- monitoring of safeguarding trends
- staff feedback
- parental feedback
- governor oversight

The curriculum will be reviewed annually to ensure continued compliance with statutory requirements and safeguarding developments.