Forest Glade Primary School

Relationships and Sex Education Policy (Incorporating PSHE and Health Education) 2026–2027

Reviewed: November 2026

Next review: November 2027

Introduction

Relationships Education and Health Education are statutory for pupils at Forest Glade Primary School. They are delivered within a wider programme of personal, social, health and economic education (PSHE), supported by Kapow Primary. The wider programme also includes citizenship, economic wellbeing and preparation for future choices. Early Years provision builds the foundations through personal, social and emotional development.

At Forest Glade we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. Our programme seeks to promote the spiritual, moral, cultural, mental, and physical development of our pupils as well as preparing them for the opportunities, responsibilities, and experiences of adult life in a digital age.

We aim to help all our children build healthy friendships and positive relationships in an age-appropriate way, raising awareness of attitudes and values, developing personal and social skills, and promoting knowledge and understanding. Our RSHE curriculum covers more than the biological facts and information – it endeavours to help children develop self-esteem, self-responsibility as well as acquiring the understanding and attitudes which prepare children to develop caring, stable, healthy relationships. To develop an appreciation of the value of self-respect, dignity, marriage, civil partnerships, and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty, and acceptance of responsibility. We will look at all aspects of diversity in an inclusive and non-judgemental way.

Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that our children still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open, and factually correct information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

Policy Development

For 2026–2027, the general sections of this policy have been revised with reference to the Department for Education's revised statutory guidance, effective from 1 September 2026: Department for Education statutory guidance

The school must have regard to the statutory guidance. General safeguarding arrangements are informed by Keeping Children Safe in Education 2026. Provision will also reflect applicable equality duties and the Early Years Foundation Stage framework. This is a partial policy revision: the existing withdrawal and subject-specific sensitive-content sections have not been revised, and the complete policy must be checked before approval and publication.

The school will proactively consult parents/carers when developing and reviewing this policy, and seek staff and pupil views in accessible, age-appropriate ways. The policy will be reviewed annually and sooner where guidance, safeguarding information or pupils' needs require changes. The policy will be published on the school website and a copy provided free of charge on request.

Roles, Responsibilities and Staff Training

At Forest Glade Lauren Downie is the PSHE and RSE lead, with oversight from Steven Champion as Headteacher. The programme leader will liaise with the governing body, parents/carers, Local Authority, and outside agencies and take responsibility for:

- Policy development and review

- Monitoring and assessing effectiveness in practice to inform policy review and development of the programme
- Assess and co-ordinate training and support for staff, parents/carers, where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression with the spiral curriculum
- Ensure that RSHE is fully represented at appropriate curriculum and pastoral meetings
- Ensure parents/carers are aware of what is being taught, by whom and when

Staff training – Teachers will be supported to use Kapow planning, assessment guidance and relevant professional development. Training will address statutory requirements for 2026–2027, subject knowledge, inclusive teaching, safe discussion, responding to questions and immediate reporting of safeguarding concerns. Induction and ongoing support will be provided according to staff needs. Leaders will review visitors' credentials, planned content, resources and safeguarding arrangements before delivery. External providers will supplement, not replace, the planned curriculum; a member of school staff will remain present and the school retains responsibility for teaching and follow-up.

The governing body, working within the trust's scheme of delegation, will oversee policy approval, statutory coverage, the suitability of resources, parental engagement and the impact of provision. The Headteacher retains responsibility for implementation. Programme leaders will map the Kapow sequence against statutory outcomes, identify gaps arising from the change of scheme and arrange appropriate bridging or revisiting of learning. Class teachers will prepare and adapt lessons, assess learning and follow safeguarding procedures.

Confidentiality, Safeguarding and Child Protection

Lessons may prompt a child to share a worry or concern verbally or through their behaviour. Staff will listen calmly, take concerns seriously and explain that they cannot promise confidentiality where a child may need protection. They will not investigate or ask leading questions. Concerns will be recorded accurately, using the child's own words where possible, and reported to the DSL or a deputy immediately in accordance with the school's child protection procedures and Keeping Children Safe in Education 2026. Staff must not wait until the end of the day. If the DSL or a deputy is unavailable, staff will follow the school's escalation and referral procedures without delaying protective action. Information will be shared only with those who need it to safeguard the child.
Safeguarding is everyone's responsibility however all staff, governors, visitors, parents/carers, and pupils need to be aware of who to report to and how to report any safeguarding concerns. The Designated Safeguarding Lead/leads (DSL) and their Deputy/deputies in our school is/are Steven Champion, Simon Downie, Nicola Jackson and Louise Armitage. The nominated Governor with responsibility for RSHE is Amanda Robinson.

Parental Engagement and Access to Materials

Parents/carers are important partners in their child's learning. The school will explain the Kapow programme, the topics taught in each year group, their sequence and who will teach them. Families will be invited to discuss the curriculum, ask questions and share relevant circumstances so that teaching can be

sensitive and supportive. Advance information will be provided about sensitive units, with suggestions to support conversations at home.
Parents/carers may contact the class teacher or programme leaders to request access to the teaching materials used with their child, including external-provider resources. The school will respond positively and arrange appropriate access in line with statutory guidance. Copyright will not be used as a reason to prevent parental access; arrangements will respect applicable restrictions on onward sharing or public publication. The supplied Kapow long-term plan states that website copies must be password protected. The school will therefore provide an accessible curriculum summary publicly and make licensed materials available through appropriate arrangements.

Parental Rights to Withdraw

At Forest Glade we are committed to ensuring that the education provided to our pupils in relationships education / RSE is appropriate to their age and compliant with the requirements of the Equality Act 2010. We recognise, in accordance with the statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of the Science curriculum), but not from relationships education at primary. Parents wishing to exercise this right must do so in writing to the Headteacher. They will be invited to discuss their concerns but if they still wish to withdraw their child(ren)we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

Managing Difficult Questions

It is inevitable that controversial issues may occur as part of RSHE, such as divorce, consent, same sex relationships etc. We aim to address these issues with sensitivity and at a level appropriate to the age group and developmental stage of our pupils, considering any additional special educational needs, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. We will take into account different viewpoints such as different religious beliefs. Discussions will be set within the legal framework and pupils made aware of the law as it relates to the issues being discussed.

Curriculum Design

For 2026–2027, Forest Glade will use Kapow Primary as the principal scheme supporting its planned PSHE provision. Class teachers will deliver regular, sequenced lessons, supported by meaningful links with science, computing, physical education and wider school life. Assemblies, visitors and themed events will enrich rather than replace classroom teaching. The school remains responsible for statutory coverage, the suitability of resources and adaptations to meet pupils' needs. Leaders will use the Kapow Standard long-term plan, updated on 6 November 2026, alongside detailed unit and lesson planning.
The Years 1–6 sequence places 'My healthy self' in Autumn 1, 'Connecting with others' in Autumn 2, 'The online world' in Spring 1 and 'Citizenship' in Spring 2. Summer units vary by year group, including further health protection, personal safety and citizenship learning. Unit questions become progressively more demanding as children move through school. Early Years provision supports self-regulation, managing self and building relationships through planned learning and daily interactions. For 2026–2027, the school will use the EYFS planning set out in the Kapow long-term plan, including the units 'Self-regulation: Listening and following instructions' in Spring 2 and 'Managing self: My wellbeing' in Summer 2.

Teaching will be suitable for pupils' ages, developmental stages and prior learning. Teachers will review all resources before use and use discussion, stories, scenarios, rehearsal and practical activities to develop knowledge and skills. Agreed ground rules will establish respectful listening, the right to pass and the use of general rather than personal examples. Pupils will not be asked to disclose personal or family experiences. Questions may be submitted privately, and teachers will respond within the agreed curriculum and safeguarding procedures, seeking advice where necessary. Teaching will be positive and accurate, without frightening pupils or suggesting that harmful behaviour is normal.
All pupils will have access to an ambitious, accessible curriculum. For pupils with SEND or communication needs, teachers will work with the SENDCO and families where appropriate to adapt language, resources, pace, repetition and ways of participating. Visual support, pre-teaching and additional guided practice will be used according to individual need, without automatically removing pupils from relevant learning. Planning will take account of pupils' lived experiences and avoid assumptions about family circumstances. Additional pastoral support will be arranged where a topic may be difficult for an individual child.
All children will be supported with developing the following skills:

- Communication – speaking and listening, including how to manage changing friendships, relationships, and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Curriculum Content

Through an effective and creative curriculum and by the end of primary school, our pupils should know about:

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

Physical Health and Mental Wellbeing

Teaching will help pupils understand how physical health and mental wellbeing are connected and develop practical habits that support both. Through age-appropriate learning, pupils will explore physical activity, balanced nutrition, sufficient sleep, hygiene, oral health and recognising when to seek help. Teaching will include the risks associated with medicines when misused, alcohol, tobacco and vaping, without stigmatising children or their families. The programme will address the primary health and wellbeing areas set out below:

- General wellbeing
- Wellbeing online
- Physical health and fitness

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

General wellbeing: Pupils will learn to recognise and describe emotions, practise emotional regulation and understand that everyday worries, sadness and setbacks are normal experiences. They will explore supportive friendships, loneliness, change, loss and bereavement sensitively, recognising that people respond differently. Teaching will distinguish everyday feelings from difficulties that are persistent or affect daily life, and help pupils identify trusted adults and appropriate sources of support. Lessons will not require pupils to describe personal experiences or self-diagnose.
Online safety and wellbeing: Kapow's yearly 'The online world' units will be linked with computing and the school's online safety provision. Learning will build pupils' ability to balance online and offline activity, communicate respectfully, protect personal information, understand privacy settings and age restrictions, question the reliability of online information and recognise scams, advertising and spending pressures in games. Pupils will practise how to seek help and report worrying content or contact. Teachers will review examples to keep them relevant, age appropriate and safe to use.
Personal safety and first aid: Pupils will develop age-appropriate knowledge of risks and safer choices around roads, railways, water and fire, linked to the local context. Learning will include how to obtain adult or emergency help, give clear information about an incident and apply basic first-aid knowledge safely. Pupils will understand that seeking help takes priority over recording or sharing an incident. Leaders will map these outcomes across Kapow, physical education and other relevant provision to ensure coverage and avoid gaps.
The 2026–2027 curriculum overview will reflect the school's Kapow long-term sequence and any agreed adaptations. Detailed planning and statutory-outcome mapping will be maintained by programme leaders and made available to staff. Parents/carers may request the year-group overview and access to teaching materials through the school office. The previous PSHE KKPD will be checked and updated to reflect Kapow.

Breaches / Complaints:

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.
If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

Links with other policies

You may find it helpful to read this RSHE Policy alongside the other following school policies which can be found on here:

- Whole School Child Protection and Child on Child Abuse Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality Policy
- Complaints Policy

Further information and support can be found through the following links:

- Statutory RSHE guidance - Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)
- Keeping Children Safe in Education - Keeping children safe in education - GOV.UK (www.gov.uk)

Monitoring, Evaluation and Review

Programme leaders will quality assure the implementation of Kapow across 2026–2027, checking curriculum coverage, sequencing, teaching quality, accessibility and pupils' developing knowledge and skills. Monitoring will identify gaps caused by the transition from the previous programme and inform additional teaching, staff support and curriculum adaptations. The following evidence will contribute to this review:

- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions
- Lesson observations
- Planning and book looks

Assessment will be formative and proportionate, drawing on Kapow assessment opportunities, discussion, scenarios, observation and suitable examples of work. Teachers will check prior knowledge, revisit key learning, address misconceptions and identify pupils who need additional support. Assessment will focus on knowledge, understanding and application of skills, not on judging pupils' families, personal beliefs or willingness to share private information.

Leaders will consider pupil and parent feedback, staff confidence and relevant safeguarding and behaviour themes alongside classroom evidence. Findings will be reported through the school's governance arrangements, with clear actions and follow-up checks. Before publication, leaders will confirm the current long-term plan, complete the full-policy guidance check, verify named responsibilities and record consultation and approval.

The next scheduled review is November 2027, with earlier review if statutory guidance, the Kapow programme, safeguarding priorities or pupils' needs change.