

Withycombe Raleigh C of E Primary School

Relationship, Sex and Health Education (RSHE) Policy

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Date approved/adopted:

Approved by: Full Governing Board

Policy owner:

Subject lead: Sam Scudder

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1. Our Christian ethos and vision

At Withycombe Raleigh C of E Primary School, we recognise that every person is made in the image of God and is worthy of dignity, respect, care and love.

Our school values of **Generosity, Respect, Agape, Courage and Empathy** underpin our approach to Relationship, Sex and Health Education (RSHE). We seek to create an environment in which children feel safe, valued and able to develop the knowledge, understanding, skills and attitudes they need to flourish.

RSHE contributes to our Christian vision by helping pupils to understand themselves and others, develop healthy and respectful relationships, make informed and safe choices, recognise when they or others may need help, and understand how to care for their physical and mental wellbeing.

Our school's approach to RSHE follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages:

“So God created humankind in his image, in the image of God he created them” (Genesis 2:7)

“I have come in order that you might have life - life in all its fullness” (John 10:10)

At Withycombe Raleigh Church of England Primary School, everyone will be treated with dignity as all people are made in the image of God and are loved equally by God.

Our core values of Generosity, Respect, Agape, Courage and Empathy underpin this.

All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; where bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

Our school vision echoes this: Growing Happy, Caring Hearts and Minds.

We recognise that parents and carers are the primary educators of their children in matters relating to relationships, growing up and personal development. The school therefore seeks to work in partnership with parents and carers. Our Christian ethos informs the way RSHE is taught, while ensuring that pupils receive accurate, age-appropriate, inclusive and legally required education.

2. Statutory and legal requirements

This policy has regard to relevant legislation and statutory guidance, including:

- Education Act 1996
- Learning and Skills Act 2000
- Education and Inspections Act 2006
- Equality Act 2010
- Children and Social Work Act 2017
- Keeping Children Safe in Education (KCSIE)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- National Curriculum requirements for science
- Other relevant statutory and non-statutory guidance in force at the time of teaching.

The school will review relevant legislation and statutory guidance as part of its annual policy review and will make appropriate amendments where requirements change.

RSHE is taught within the wider curriculum and safeguarding framework of the school.

3. Links with other school policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- PSHE policy/curriculum documentation
- Science curriculum
- Equality Policy
- Anti-Bullying Policy
- Behaviour Policy
- Online Safety Policy
- Computing/Digital Safety curriculum
- SEND/Inclusion Policy
- Curriculum Policy
- Confidentiality and information-sharing arrangements
- Attendance and pastoral policies where relevant.

RSHE is not delivered in isolation. Staff will make appropriate links with these policies and curriculum areas, particularly where lessons raise issues relating to safety, wellbeing, relationships, discrimination, online behaviour or safeguarding.

4. Definitions

4.1 Relationships Education

Relationships Education is the statutory education which helps pupils to develop knowledge, understanding and skills relating to:

- families and people who care for them;
- friendships;
- respectful relationships;
- online relationships;
- being safe;

- recognising and reporting concerns;
- boundaries and appropriate behaviour;
- seeking help from trusted adults.

The school recognises that families may be different in structure and composition. Teaching will reflect this diversity in an age-appropriate and respectful way.

Relationships Education is statutory and **parents and carers do not have a right to withdraw their child from Relationships Education.**

4.2 Health Education

Health Education supports pupils to develop knowledge and skills relating to their physical and mental health and wellbeing.

This includes, as appropriate to age and stage:

- mental wellbeing;
- emotions and feelings;
- physical health and fitness;
- healthy eating and nutrition;
- sleep and rest;
- personal hygiene;
- dental health;
- medicines and healthcare;
- first aid and emergency situations;
- puberty and the physical and emotional changes associated with growing up;
- keeping safe;
- seeking help and accessing support.

Health Education is statutory and **parents and carers do not have a right to withdraw their child from Health Education.**

4.3 Sex Education

The school distinguishes between:

1. **statutory Relationships Education and Health Education;**
2. **National Curriculum science**, including statutory teaching relating to the human body, growth, development and reproduction; and
3. **additional non-statutory Sex Education** provided by the school.

For the purposes of this policy, Sex Education means additional teaching about human reproduction and related matters which is provided by the school beyond the statutory content of Relationships Education, Health Education and the National Curriculum for science.

At Withycombe Raleigh C of E Primary School, the **Year 6 Kapow unit “Sex education: How do people become parents and carers?”** is identified as the additional non-statutory Sex Education component of our RSHE curriculum.

The Kapow overview describes this unit as covering correct terminology for body parts, conception, pregnancy and birth, consent and the legal age of consent, different types of families, and the responsibilities and commitment involved in having a baby.

Parents and carers have a right to request that their child is withdrawn from this additional non-statutory Sex Education. The arrangements are set out in Section 18 of this policy.

4.4 What is not Sex Education?

For the purposes of withdrawal, the following are **not** additional Sex Education:

- Relationships Education;
- Health Education;
- teaching required by the National Curriculum for science;
- teaching about families, friendships and respectful relationships;
- teaching about personal safety, boundaries and seeking help;
- teaching about puberty where it forms part of statutory Health Education or science;
- teaching about physical and emotional changes associated with growing up where this forms part of statutory curriculum content.

Parents and carers cannot withdraw children from these statutory areas.

5. Aims of RSHE

The aims of RSHE at Withycombe Raleigh C of E Primary School are to help pupils:

- develop positive, respectful and healthy relationships;
 - understand themselves and others;
 - recognise and value difference and diversity;
 - develop self-respect, confidence and resilience;
 - understand and manage emotions;
 - develop knowledge of physical and mental health;
 - understand how bodies change as they grow;
 - develop age-appropriate knowledge about puberty and reproduction;
 - understand personal boundaries, privacy and consent;
 - recognise unsafe situations and know how to seek help;
 - develop safe and responsible behaviour online and offline;
 - understand the importance of caring for themselves and others;
 - challenge stereotypes, bullying, prejudice and discrimination;
 - make informed and age-appropriate decisions;
 - know how and where to access appropriate help and support.
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6. The RSHE curriculum

The school currently uses **Kapow Primary's RSE & PSHE curriculum** as the main framework for its RSHE and PSHE teaching.

The Kapow Standard long-term plan provides a structured programme from EYFS through Year 6. It is organised into recurring areas including:

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

The school's implementation of the Kapow curriculum will take account of:

- statutory curriculum requirements;
- the age and developmental stage of pupils;
- the needs of individual pupils and cohorts;
- the school's Christian ethos and values;
- safeguarding requirements;
- local context;
- SEND and accessibility needs;
- equality and inclusion;
- appropriate links with science and other curriculum subjects.

The school may adapt lessons, resources, sequencing or activities where necessary to meet the needs of pupils, while maintaining the intended learning and statutory requirements.

The Kapow long-term plan provides six planned units across each year group. For example, Year 1 includes units covering emotions, relationships, online safety, citizenship, health protection and staying safe.

7. Curriculum adaptations and omissions

Teachers may adapt the Kapow curriculum to ensure that teaching is appropriate for pupils and reflects the school's context.

Where adaptations are made, staff will consider:

- the learning objective;
- statutory requirements;
- pupils' developmental readiness;
- SEND and additional needs;
- safeguarding;
- accessibility;
- available teaching time;
- links with other curriculum areas.

Any significant omissions or adaptations to RSHE content will be considered by the subject lead and, where appropriate, the Headteacher.

The school will not omit statutory content simply because it may be sensitive. Where content requires particularly careful handling, staff will plan appropriate preparation, teaching approaches and safeguarding arrangements.

8. How RSHE is taught

RSHE is taught through planned weekly lessons using the Kapow RSE & PSHE curriculum, supplemented or adapted where necessary by school resources and other appropriate materials.

Teaching may include:

- discussion;
- stories and scenarios;
- videos and visual resources;
- role play and distancing activities;
- paired and group work;
- reflection;
- practical activities;
- retrieval and review;
- opportunities for pupils to ask questions.

Teachers will use language appropriate to the age and developmental stage of pupils and will model respectful communication.

RSHE may also be reinforced through:

- assemblies;
- pastoral work;
- safeguarding education;
- science;
- computing and online safety;
- school values;
- wider school life.

9. Creating a safe learning environment

Teachers will establish an environment in which pupils can participate safely and respectfully.

Ground rules may include:

- listening respectfully to others;
- using appropriate language;
- not laughing at or ridiculing another person;
- not sharing personal information unnecessarily;
- respecting different experiences and families;
- recognising that pupils may choose not to answer a personal question;
- understanding that the teacher may need to follow safeguarding procedures if a concern is disclosed.

Where appropriate, teachers will use **distancing techniques**, such as role-playing fictional scenarios, characters, case studies or general examples, rather than asking pupils to disclose personal experiences.

Teachers will be alert to signs that a pupil may be uncomfortable, distressed or affected by the subject matter and will respond appropriately.

10. Pupil questions

Pupils are encouraged to ask questions in a respectful and age-appropriate way.

Teachers will:

- answer questions in accordance with the curriculum and pupils' developmental stage;
- use correct terminology where appropriate;
- avoid providing information that is inappropriate for the age or developmental stage of the class;
- use a question box or similar approach where this supports safe participation;
- discuss questions with the subject lead or safeguarding lead where necessary;
- follow safeguarding procedures where a question indicates a possible concern.

Teachers are not expected to answer every question immediately. Where a question requires further consideration, the teacher may explain that they will return to it after checking the appropriate information.

11. Questions about content not taught by the school

Pupils may ask questions about topics that are outside the school's planned curriculum.

Teachers will respond appropriately to the age and developmental stage of pupils. They may:

- provide a brief, factual response where appropriate;
- explain that the subject is not part of the lesson or curriculum;
- signpost pupils to a trusted adult or appropriate source of information;
- consult the subject lead or Headteacher where necessary.

Staff will not provide unnecessarily detailed information beyond the curriculum.

12. Questions relating to withdrawn content

Where a pupil has been withdrawn from additional non-statutory Sex Education, staff will respect the withdrawal arrangement.

If a pupil asks a question arising from or directly relating to the withdrawn content, the teacher will respond in an age-appropriate manner and will avoid deliberately providing the withdrawn teaching.

This does not prevent staff from responding to safeguarding concerns or fulfilling statutory responsibilities.

13. Safeguarding

RSHE is an important part of the school's preventative safeguarding curriculum.

Lessons may provide pupils with knowledge and vocabulary that helps them:

- recognise unsafe behaviour;
- understand boundaries;
- identify trusted adults;
- recognise when something is wrong;
- seek help;
- understand that they should not keep safeguarding concerns secret.

RSHE may also result in a pupil disclosing information about abuse, neglect, exploitation, inappropriate behaviour or another safeguarding concern.

All staff must follow the school's **Safeguarding and Child Protection Policy**.

A member of staff must not promise a pupil absolute confidentiality. Where a safeguarding concern is identified, information must be shared with the Designated Safeguarding Lead (DSL) or another appropriate safeguarding professional in accordance with school procedures.

Staff will receive appropriate training and support to manage disclosures and sensitive issues.

14. Confidentiality

Pupils will be encouraged to understand that personal information should be treated respectfully.

However, the school cannot promise absolute confidentiality.

If a pupil discloses information which suggests that they or another person may be at risk of harm, staff must follow safeguarding procedures.

Information will be shared appropriately and proportionately with those who need to know in order to safeguard the child.

15. Inclusion and SEND

RSHE will be accessible to all pupils.

Teachers will adapt teaching and resources where necessary to meet individual needs, including those of pupils with SEND.

Adaptations may include:

- differentiated language;
- visual resources;
- additional explanation;
- repetition and reinforcement;
- alternative methods of recording;
- additional adult support;

- smaller-group teaching where appropriate;
- accessible formats;
- careful consideration of sensory or communication needs.

The school will maintain appropriate expectations for all pupils while recognising that some pupils may require additional support to access the curriculum.

16. Equality, diversity and inclusion

The school is committed to meeting its responsibilities under the **Equality Act 2010**.

RSHE will be taught in a way that promotes respect and does not unlawfully discriminate against pupils or families.

Teaching will recognise that people and families may have different:

- backgrounds;
- cultures;
- experiences;
- structures;
- characteristics;
- beliefs;
- needs.

The curriculum will support pupils to challenge stereotypes, bullying, prejudice and discrimination and to treat others with dignity and respect.

17. Working with parents and carers

The school recognises the importance of working in partnership with parents and carers.

Parents and carers will be able to:

- access this policy;
- understand the broad content and purpose of the RSHE curriculum;
- access appropriate curriculum information;
- ask questions about the curriculum;
- discuss any concerns with the school;
- view relevant resources where appropriate;
- exercise their legal right to request withdrawal from additional non-statutory Sex Education.

The school will communicate significant changes to the RSHE curriculum through its normal school communication arrangements.

18. Parents' right to withdraw from additional non-statutory Sex Education

The school recognises parents' and carers' legal right to request withdrawal of their child from **additional non-statutory Sex Education**.

At Withycombe Raleigh C of E Primary School, the additional non-statutory Sex Education is identified in Appendix 1 as:

Year 6 – Summer 2: Sex Education – “How do people become parents and carers?”

The Kapow overview identifies this as a six-lesson unit covering conception, pregnancy, birth, consent, families and the responsibilities associated with having a baby.

Withdrawal process

Parents/carers wishing to withdraw their child should make the request in writing to the Headteacher.

The Headteacher may invite the parent/carer to discuss the request and the content of the programme, so that any questions or misconceptions can be addressed. Parents/carers may be shown relevant curriculum materials.

The discussion will not delay or prevent the withdrawal request being respected.

The school will:

- record the withdrawal request;
- ensure relevant staff are informed;
- identify the specific content from which the child is withdrawn;
- provide appropriate alternative education;
- ensure that the alternative activity is purposeful and suitable;
- ensure that the child is not disadvantaged as a result of the withdrawal.

Content from which withdrawal is not permitted

Parents and carers **cannot withdraw** pupils from:

- Relationships Education;
- Health Education;
- National Curriculum science;
- statutory safeguarding education;
- other statutory curriculum content.

The school will make the distinction between statutory and non-statutory content clear to parents and carers.

19. External visitors and agencies

The school may use external visitors or agencies where they can make a valuable contribution to RSHE.

Before an external provider delivers teaching:

- the school will determine the purpose and content of the session;
- the provider will be appropriately checked;
- relevant school policies will be shared;
- safeguarding expectations will be established;
- resources and content will be reviewed by the school;
- the session will be age-appropriate;
- school staff will normally remain present;
- the school will retain responsibility for the curriculum and pupils.

External visitors will not replace the school's responsibility for RSHE.

20. Roles and responsibilities

Governing Board

The Governing Board will:

- approve the policy;
- ensure appropriate oversight;
- hold the Headteacher to account for implementation;
- ensure that statutory requirements are met.

Headteacher

The Headteacher will:

- oversee implementation of the policy;
- ensure statutory requirements are met;
- support staff in delivering RSHE;
- oversee arrangements for parental withdrawal;
- ensure appropriate staff training;
- ensure safeguarding arrangements are followed.

RSHE/PSHE subject lead

The subject lead will:

- coordinate the curriculum;
- maintain appropriate curriculum documentation;
- oversee use and adaptation of Kapow resources;
- monitor implementation and progression;
- support staff;
- keep up to date with relevant guidance;
- coordinate appropriate training;
- review resources;
- liaise with external agencies where appropriate.

Teachers and other staff

Staff delivering RSHE will:

- plan and teach appropriate lessons;
- establish a safe and respectful learning environment;
- adapt teaching appropriately;
- respond to questions sensitively;
- follow safeguarding procedures;
- respect withdrawal arrangements;
- undertake relevant training.

Pupils

Pupils are expected to:

- participate appropriately;
- listen respectfully;
- respect others' views and experiences;
- follow agreed ground rules;
- seek help when needed.

Parents and carers

Parents and carers are encouraged to:

- support their child's learning;
- discuss relevant issues at home;
- communicate appropriately with the school;
- raise questions or concerns with the school;
- engage with information provided about RSHE.

21. Staff training and development

Staff will receive appropriate training and support to enable them to teach RSHE confidently and safely.

Training may include:

- curriculum knowledge;
- use of Kapow resources;
- age-appropriate language;
- handling sensitive questions;
- safeguarding and disclosures;
- confidentiality and information sharing;
- SEND and accessibility;
- equality and inclusion;
- parental withdrawal arrangements.

Staff will be given opportunities to seek advice where they are uncertain about how to respond to a sensitive issue.

22. Monitoring and evaluation

The implementation and effectiveness of RSHE will be monitored by the subject lead and school leadership.

Monitoring may include:

- curriculum planning reviews;
- lesson observations;
- learning walks;
- observation of taught key objectives, such as those relating to respect;
- work scrutiny through teacher/staff feedback;
- pupil voice and conferencing;
- parent/carer feedback;
- review of resources;
- assessment information;
- relevant safeguarding, wellbeing or behaviour information;
- consideration of pupil engagement and progression.

Monitoring will focus on whether pupils are receiving appropriate, accurate, accessible and progressive learning.

23. Assessment and progression

Assessment in RSHE will primarily be formative.

Teachers may use:

- questioning;
- discussion;
- retrieval activities;
- quizzes;
- written work;
- pupil reflection;
- observation;
- practical activities.

Assessment will help teachers identify misconceptions, gaps in knowledge and areas requiring further teaching.

Assessment will focus on pupils' knowledge, understanding and ability to apply learning. Pupils will **not** be required to disclose personal experiences or beliefs as evidence of learning.

The subject lead will consider progression across the school to ensure that learning builds appropriately from EYFS to Year 6.

24. Policy development, consultation and review

This policy will be reviewed annually or sooner where there are significant changes to:

- legislation;
- statutory guidance;

- curriculum requirements;
- the school's curriculum provision;
- safeguarding expectations;
- the Kapow programme;
- school context.

Policy development and review will take account of appropriate consultation with:

- governors;
- senior leaders;
- staff;
- parents and carers;
- the Diocese where appropriate;
- pupils through suitable pupil voice activities.

Appendix 1 – Kapow RSE & PSHE Curriculum Overview

The following overview is based on the **Kapow Primary RSE & PSHE Long-term Plan – Standard**, updated 20 August 2026.

The final column identifies the additional non-statutory Sex Education component for the purposes of parental withdrawal.

Year group	Term	Kapow unit	Main focus	Curriculum area	Withdrawal applies?
EYFS	Autumn 1	Self-regulation: My feelings	Recognising and describing feelings; strategies to regulate and feel calm.	PSED / RSE	No
EYFS	Autumn 2	Building relationships: Special relationships	Families, friendships, positive relationships, sharing and individual strengths.	PSED / RSE	No
EYFS	Spring 1	Managing self: Taking on challenges	Perseverance, communication, rules and coping strategies.	PSED / RSE	No
EYFS	Spring 2	Self-regulation: Listening and following instructions	Listening, communication and how information changes as it is passed on.	PSED / RSE	No
EYFS	Summer 1	Building relationships: My family and friends	Sharing, turn-taking, friendship, kindness and teamwork.	PSED / RSE	No
EYFS	Summer 2	Managing self: My wellbeing	Exercise, physical and mental health, pedestrian safety and balanced diet.	PSED / Health	No
Year 1	Autumn 1	My healthy self: How can we look after our emotions?	Emotions, rest, enjoyable activities and strategies for managing feelings.	Health Education	No
Year 1	Autumn 2	Connecting with others: How can I help myself	Families, friendships, support, respect and managing disagreements.	Relationships Education	No

Year group	Term	Kapow unit	Main focus	Curriculum area	Withdrawal applies?
		and others feel happy and safe?			
Year 1	Spring 1	The online world: How do we spend time online?	Online/offline activities, appropriate behaviour and responding to unsuitable content.	Online safety / RSE	No
Year 1	Spring 2	Citizenship: How can I help others and the environment?	Caring for others, babies, young children, pets, rules and community.	Citizenship	No
Year 1	Summer 1	Health protection: How can I protect myself and others in daily life?	Illness, injury, healthcare, germs and seeking medical help.	Health Education	No
Year 1	Summer 2	Staying safe: How can I stay safe?	Hazards, road safety, dangerous items, body clues and seeking help.	Health / Safety	No
Year 2	Autumn 1	My healthy self: How can we look after our bodies?	Movement, sleep, food, drink, hygiene, teeth and healthy routines.	Health Education	No
Year 2	Autumn 2	Connecting with others: How can I build safe, kind and caring relationships with others?	Families, kindness, respect, bullying, personal space, privacy and boundaries.	Relationships Education	No
Year 2	Spring 1	The online world: How can we stay safe online?	Online safety, private information, reliability of online content and seeking help.	Online safety / RSE	No
Year 2	Spring 2	Citizenship: How do people belong to a community and earn money?	Communities, belonging, jobs and money.	Citizenship	No
Year 2	Summer 1	Growing up: How can we look after and respect our bodies as we grow?	Physical development, privacy, personal boundaries and correct terminology for private body parts.	Health / Growing up	No
Year 2	Summer 2	Staying safe: How can I make safe choices in different places?	Hazards, unsafe behaviour, saying no, touch and seeking help.	Safety / Relationships	No
Year 3	Autumn 1	My healthy self: How can I take care of my mind and body?	Emotions, sleep, bullying and accessing support.	Health Education	No
Year 3	Autumn 2	Connecting with others: What helps us feel safe and included?	Self-worth, boundaries, families, friendships, bullying and repairing relationships.	Relationships Education	No
Year 3	Spring 1	The online world: How should we communicate online?	Online communication, respectful behaviour, online bullying and safety.	Online safety / RSE	No
Year 3	Spring 2	Citizenship: What rights and	Children's rights, human rights, responsibility and communities.	Citizenship	No

Year group	Term	Kapow unit	Main focus	Curriculum area	Withdrawal applies?
		responsibilities do we have?			
Year 3	Summer 1	Health protection: How can we prevent illness and injury and respond if they happen?	Hygiene, medicines, sun safety, first aid and seeking medical help.	Health Education	No
Year 3	Summer 2	Citizenship: What careers do people choose and why?	Careers, aspirations, equality and challenging gender stereotypes.	Citizenship	No
Year 4	Autumn 1	My healthy self: How can I make healthy choices?	Exercise, nutrition, hydration, growth mindset and wellbeing.	Health Education	No
Year 4	Autumn 2	Connecting with others: How can we respect each other?	Respect, trust, friendship challenges, bullying and stereotypes.	Relationships Education	No
Year 4	Spring 1	The online world: How can we decide what to trust online?	Reliability, sources, misleading information and evidence.	Online safety	No
Year 4	Spring 2	Citizenship: How can I spend money responsibly?	Payment methods, budgeting, value for money and responsible choices.	Citizenship	No
Year 4	Summer 1	Growing up: How will my body and emotions change as I grow up?	Physical and emotional changes during puberty.	Health / Growing up	No
Year 4	Summer 2	Staying safe: What signs help me recognise what is safe or unsafe?	Warning signs, uncomfortable situations, roads, water and harmful substances.	Safety	No
Year 5	Autumn 1	My healthy self: How can I support my mind and body as I grow?	Nutrition, activity, self-regulation, emotions and seeking support.	Health Education	No
Year 5	Autumn 2	Connecting with others: Why are healthy relationships important?	Identity, values, commitment, family support, unsafe homes and friendships.	Relationships Education	No
Year 5	Spring 1	The online world: How am I influenced by what I see online?	Advertising, influencers, persuasion, scams and online pressure.	Online safety	No
Year 5	Spring 2	Citizenship: How can we make a difference in our communities and beyond?	Active citizenship, communities, pressure groups, councillors and MPs.	Citizenship	No
Year 5	Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up?	Puberty, emotions, hygiene, periods, kindness, respect and boundaries.	Health / Growing up	No
Year 5	Summer 2	Citizenship: How can we be in control of our money?	Money management and financial decision-making.	Citizenship	No
Year 6	Autumn 1	My healthy self: How do my choices today shape my future health?	Dental care, food, drink, lifestyle, calories, habits, resilience and wellbeing.	Health Education	No

Year group	Term	Kapow unit	Main focus	Curriculum area	Withdrawal applies?
Year 6	Autumn 2	Connecting with others: What does it mean to stand up for myself and others?	Self-respect, resilience, boundaries, stereotypes, discrimination and bullying.	Relationships Education	No
Year 6	Spring 1	The online world: How do I feel about the things I see online?	Online experiences, feelings, behaviour, risks and harmful behaviour.	Online safety	No
Year 6	Spring 2	Citizenship: How can we protect everyone's rights?	Human rights, laws, prejudice, discrimination, stereotypes and equality.	Citizenship	No
Year 6	Summer 1	Staying safe: How can I stay safe as I grow up?	Hazards, risks, peer pressure, consent, boundaries and drug misuse.	Safety / Health / Relationships	No
Year 6	Summer 2	Sex education: How do people become parents and carers?	Body terminology, conception, pregnancy, birth, consent, legal age of consent, families and responsibilities of having a baby.	Additional non-statutory Sex Education	YES – parental withdrawal applies

The detailed Kapow overview confirms the EYFS sequence and content , the Year 1 and Year 2 sequence , the Year 3 and Year 4 sequence , and the Year 5 and Year 6 sequence.

Appendix 2 – Parent and carer information

Parents and carers can request further information about the school's RSHE curriculum from the school office or subject lead.

The school will make appropriate curriculum materials available for parents and carers where requested, subject to copyright and licensing restrictions.

Parents and carers wishing to discuss the RSHE curriculum or the withdrawal arrangements should contact the Headteacher.

The school will ensure that parents and carers are informed clearly about the distinction between:

- statutory Relationships Education;
 - statutory Health Education;
 - National Curriculum science; and
 - additional non-statutory Sex Education.
-