



Sissinghurst (VA) Church of England Primary School

Our School Vision

Let Your Light Shine - Matthew 5:16

At Sissinghurst Church of England Primary School in partnership with the Church, parents, and wider community, we offer an inclusive learning environment to nurture potential that enables all to be successful. Vibrant, rich curricular opportunities equip everyone with knowledge and skills to question, discuss and challenge.

Everyone's talents are discovered and celebrated. We foster spiritual growth and reflection to find wonder and joy in the World together. As light bearers, our shared responsibility is to encourage each other to be compassionate and kind so we can all shine with integrity, humility and wisdom. We find courage to act when we know there is darkness, illuminating the World with God's light and hope.

We are dedicated to providing an education of the highest quality within the context of Christian belief and practice. Our Christian values of:

Kindness Forgiveness Courage Service

Policy title	Relationships, Sex and Health Education (RSHE) Policy
Effective from	September 2026
Policy owner / subject lead	A Wolfe
Approved by	Full Governing Body – [insert approval date]
Parent/Carer consultation	[insert consultation dates and summary before final approval] September
Review date	September 2027, or earlier if statutory guidance changes

Status: Draft updated for the statutory RSHE guidance effective 1 September 2026 and the Kapow Primary RSE & PSHE 2026/27 scheme. Final adoption requires the school to complete parent/carers consultation and governing-body approval. This draft policy and the parent zone [RSE & PSHE Parent Information | Kapow Primary](#) will be shared with the school community.

1. School vision and Christian foundation

At Sissinghurst Church of England Primary School, in partnership with the Church, parents, carers and the wider community, we provide an inclusive learning environment in which every pupil is enabled to flourish. Our vision, "Let your light shine" (Matthew 5:16), and our values of Kindness, Forgiveness, Courage and Service shape our approach to RSHE.

Our approach is faith-sensitive and inclusive. Every pupil is treated with dignity and respect. We seek to help pupils develop healthy relationships, care for their physical and mental wellbeing, stay safe, make informed decisions and understand the importance of kindness, boundaries, responsibility, honesty and respect.

2. Purpose and statutory framework

This policy sets out how the school provides Relationships Education and Health Education, and how it delivers any additional non-statutory Sex Education at primary level. The school has regard to the Department for Education statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, revised in 2025 and in force from 1 September 2026.

The policy is also read alongside the Equality Act 2010, Keeping Children Safe in Education, the National Curriculum for Science, the school's safeguarding and child protection policy, online safety policy, behaviour policy, SEND policy and the Church of England's principles for faith-sensitive and inclusive RSHE.

Relationships Education and Health Education are statutory in primary schools. The school must teach the statutory content to all pupils, subject to appropriate adaptation for age, maturity and individual need. Primary Sex Education beyond the National Curriculum for Science is not statutory; where the school chooses to provide it, parents and carers have a right to request withdrawal from that additional Sex Education.

3. Aims

- provide accurate, age-appropriate and carefully sequenced knowledge about relationships, health, safety and growing up;
- help pupils form and maintain healthy, respectful relationships with family, friends, peers and adults;
- teach pupils about personal boundaries, consent in an age-appropriate way, privacy, appropriate and inappropriate contact, and how to seek help;
- develop pupils' understanding of online relationships, digital behaviour, misinformation, harmful content, privacy and reporting concerns;
- support physical health, mental wellbeing, emotional literacy, healthy lifestyles and resilience;
- prepare pupils for the physical and emotional changes of puberty using correct scientific vocabulary;
- ensure pupils understand that families can take different forms and that every pupil and family is treated with dignity;
- support pupils to recognise unsafe, exploitative, abusive or coercive behaviour and know how and where to seek help;
- provide learning that is inclusive and accessible for pupils with SEND and other additional needs;
- work transparently and constructively with parents and carers while recognising the school's responsibility for the curriculum.

4. Curriculum: Kapow Primary RSE & PSHE 2026/27

Sissinghurst Primary School uses the revised Kapow Primary RSE & PSHE scheme for Years 1–6, adapted where necessary to reflect the school's Christian vision, pupils' needs and local context. The revised Kapow scheme has been developed to meet the statutory Relationships and Health Education guidance in force from September 2026.

Kapow is taught as a planned, progressive and identifiable part of PSHE. The scheme uses a spiral approach: important knowledge and skills are revisited with increasing depth as pupils mature. Teachers use the current Kapow long-term plan, progression documentation and statutory-guidance coverage mapping when planning.

The statutory curriculum is organised by Kapow around these key areas:

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

The school may also teach wider non-statutory PSHE, including Citizenship and financial/economic education, as part of a broad and balanced personal development curriculum.

5. What pupils learn

Relationships Education

Pupils learn about families and people who care for them, caring friendships, respectful relationships, online relationships and being safe. Teaching includes kindness, honesty, trust, respect, boundaries, privacy, permission-seeking and consent in age-appropriate contexts, recognising unhealthy behaviour, and knowing how to ask a trusted adult for help.

Health Education

Pupils learn about mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body. Puberty and menstrual wellbeing are statutory Health Education content and are taught to all pupils at an appropriate age and stage.

Online safety

Online safety is taught explicitly and reinforced across the curriculum. Pupils learn that the same standards of respect and safety apply online and offline; how information and images can be shared; how to protect privacy; how to recognise manipulation, misinformation, harmful or inappropriate content and contact; and how to block, report and seek help when something feels unsafe or worrying.

6. Science, puberty and Sex Education: clear distinction

The National Curriculum for Science includes statutory learning about life cycles, reproduction in plants and animals, human development and related biological content. Statutory Health Education also includes

puberty and the changing adolescent body. Parents and carers cannot withdraw pupils from statutory Science, Relationships Education or Health Education.

Sissinghurst also chooses to teach Kapow Primary's optional Year 6 Sex Education unit, "How do people become parents and carers?", because the school considers accurate, age-appropriate information about human reproduction valuable preparation for adolescence and secondary school. This unit is non-statutory and is distinct from statutory Science, Relationships Education and Health Education.

7. Optional Year 6 Sex Education unit

The optional Kapow Year 6 unit builds on prior statutory learning about growing up and puberty. It uses correct scientific vocabulary and age-appropriate teaching to develop understanding of human reproduction and family formation.

The unit includes learning about:

- scientific vocabulary for private body parts and why accurate language matters;
- how human conception occurs;
- pregnancy, foetal development and birth;
- different ways families may be formed;
- the needs of babies and the responsibilities involved in caring for them;
- consent, including recognising when consent is or is not given, and the legal age of consent in the UK.

Before the unit is taught, parents and carers will be informed of the content, offered access to the materials used and reminded of the right to request withdrawal from the non-statutory Sex Education unit.

8. Parental right to withdraw

Parents and carers have no right to withdraw their child from Relationships Education, Health Education or statutory National Curriculum Science. They may request withdrawal from the school's additional, non-statutory Year 6 Sex Education unit.

A request should be made to the Headteacher, preferably in writing. The Headteacher will offer the parent or carer an opportunity to discuss the request, review the relevant curriculum and materials, and consider the possible effects of withdrawal. This discussion is intended to support informed decision-making; it does not remove the parent's right to withdraw from non-statutory primary Sex Education. The Headteacher will grant the request.

Where a pupil is withdrawn, the school will provide purposeful, appropriate alternative education and will ensure the pupil is not disadvantaged or stigmatised. The request and agreed arrangements will be recorded.

9. Parent and carer partnership and transparency

The school recognises parents and carers as important partners in RSHE. When developing or reviewing this policy and the school's RSE provision, the school will consult parents and carers and give them a meaningful opportunity to understand the proposed approach and provide feedback. The final curriculum remains the responsibility of the school and governing body.

The school will be clear about what is taught, when it is taught and how it is taught. Parents and carers may request to see RSHE teaching materials. The school will make its policy and curriculum overview available and will communicate in advance about the optional Year 6 Sex Education unit.

For final adoption of this September 2026 policy, the school must record the consultation undertaken, the principal themes raised and any resulting amendments. The approval record on the front page must then be completed.

10. Teaching approach and safe learning environment

RSHE is taught by trained, confident staff using a calm, factual and respectful approach. Teachers establish agreed ground rules so that pupils can participate without being required to disclose personal experiences. Lessons distinguish between factual knowledge, legal requirements, beliefs, opinions and values.

Teachers use correct scientific and anatomical vocabulary where appropriate. Resources are checked for age-appropriateness, accuracy, inclusivity and suitability for the cohort. Teaching is not designed to encourage sexual activity; its purpose is education, safeguarding, health, respectful relationships and preparation for later life.

11. Questions, confidentiality and safeguarding

Pupils are encouraged to ask questions. Staff answer questions honestly, factually and in an age-appropriate way. A teacher may decide that a question is not suitable for whole-class discussion because it is too personal, is beyond the planned age-appropriate curriculum or could compromise another person's privacy. In such cases the teacher will acknowledge the question and decide an appropriate way to respond, which may include speaking with the pupil individually, consulting the Designated Safeguarding Lead (DSL), or advising that the question is best discussed with a parent or carer.

Teachers cannot promise absolute confidentiality. If a pupil says something that suggests they or another child may be at risk of harm, the member of staff will follow the school's safeguarding and child protection procedures and share the concern with the DSL as required.

Questions from pupils withdrawn from non-statutory Sex Education will be managed sensitively. Staff will not deliberately teach the withdrawn content to that pupil but will respond appropriately to safeguarding concerns and will not withhold statutory Science, Relationships or Health Education.

12. Equality, inclusion and faith sensitivity

RSHE will be inclusive and will give dignity and respect to all members of the school community. Teaching will comply with the Equality Act 2010 and will not unlawfully discriminate in relation to protected characteristics. Pupils will learn that families, relationships and people may be different from one another and that bullying, prejudice and harassment are unacceptable.

As a Church of England school, teaching is sensitive to Christian belief and to the faiths and beliefs represented in the wider community. Where religious or ethical perspectives differ, staff will explain relevant viewpoints fairly and respectfully while ensuring that pupils receive accurate information about the law, safety, health and their rights.

Age-appropriate teaching about diversity, including sexual orientation and gender-related issues where relevant to the statutory curriculum or pupils' lives, will be factual, respectful and consistent with the statutory guidance. Staff will not present contested beliefs as settled fact and will maintain a safeguarding-focused, non-stigmatising classroom environment.

13. SEND and additional needs

The school will make RSHE accessible to pupils with SEND and other additional needs. Teachers will adapt language, pacing, examples, visuals, repetition and methods of response as needed, while maintaining high expectations and entitlement to statutory content. The subject lead, class teacher, Inclusion Manager/SENCO and other relevant staff will work together where individual adaptation is required.

The school recognises that some pupils with SEND may be particularly vulnerable to exploitation, abuse, unsafe relationships or online harm. Teaching will therefore prioritise practical understanding of boundaries, communication, trusted adults, reporting and help-seeking.

14. External visitors and resources

External visitors may enhance selected aspects of RSHE, for example first aid or health-related learning, but they do not replace the school's planned curriculum. The school remains responsible for what is taught. The subject lead or another appropriate member of staff will check the visitor's content and resources in advance, ensure that they are suitable for the age and needs of pupils, and agree safeguarding arrangements. Visitors must follow the school's safeguarding and RSHE expectations.

15. Staff training

Staff delivering RSHE will receive appropriate training and access to Kapow Primary teacher guidance and CPD materials. Training will be reviewed regularly and will include statutory requirements, safeguarding, managing questions, inclusive practice, SEND adaptation and the school's approach to parent/carers communication.

16. Assessment, monitoring and pupil voice

RSHE will be monitored in line with other curriculum subjects. This may include scrutiny of planning and work, learning walks, pupil voice, teacher assessment and review of curriculum coverage. Assessment will focus on whether pupils have secured the intended knowledge and can apply appropriate strategies, rather than judging pupils' personal values or family circumstances.

Pupil voice will inform curriculum review. Staff will listen to pupils' questions and experiences, while ensuring that changes remain age-appropriate, safe and consistent with statutory requirements.

17. Roles and responsibilities

Governing Body: approves the policy, ensures statutory duties are met, and provides appropriate challenge and oversight.

Headteacher: ensures the policy is implemented, staff are supported and withdrawal requests are handled correctly.

RSHE/PSHE Subject Lead: maintains curriculum mapping, monitors provision, supports staff, checks resources and coordinates parent communication.

DSL: advises on safeguarding aspects of RSHE and responds to concerns or disclosures in accordance with safeguarding procedures.

Teachers: deliver the agreed curriculum accurately, inclusively and sensitively, adapt teaching appropriately and follow safeguarding procedures.

Parents and carers: are encouraged to engage with consultation, curriculum information and home discussion, and to raise questions with the school.

18. Policy review

This policy will be reviewed at least annually during implementation of the revised September 2026 framework, and sooner where there are changes to statutory guidance, safeguarding requirements, the Kapow Primary scheme or the needs of the school community. Material changes to RSE provision will be communicated to parents and carers and consultation will take place where required.

Appendix 1 – Parent/carers request for withdrawal from non-statutory Year 6 Sex Education

Name of pupil

Class

Name of parent/carers

Date

Reason for request (optional)

Parent/carers signature

For school use

Date discussion offered/held

Materials/curriculum shared

Agreed withdrawal arrangements

Alternative education provided

Headteacher signature

Date

Appendix 2 – Kapow Primary curriculum statement and mapping

The school follows the Kapow Primary RSE & PSHE scheme revised for 2026/27. The school's working curriculum documentation should include the current Kapow long-term plan, progression documents and statutory-guidance coverage mapping. These operational curriculum documents may be updated by Kapow more frequently than this policy and should therefore be maintained separately by the subject lead.

For policy purposes, the school confirms that:

- the statutory Kapow key areas are taught so that all statutory Relationships and Health Education content is covered by the end of primary school;
- teachers use the current Kapow statutory-guidance coverage document to check coverage and sequencing;
- the school does not rely on the retired 2025/26 Kapow scheme for statutory compliance from September 2026;
- parents and carers can request access to the school's curriculum information and teaching materials;
- the optional Year 6 Sex Education unit is identified separately from statutory content and is subject to the parental right to withdraw.

Appendix 3 – Optional Kapow Year 6 Sex Education unit

Unit: How do people become parents and carers?

1. Lesson 1: Which words can we use to describe our private body parts?
2. Lesson 2: How are babies made?
3. Lesson 3: What happens in pregnancy and how are babies born?
4. Lesson 4: How are families formed?
5. Lesson 5: How does life change after having a baby?
6. Lesson 6: What is consent?

This appendix records the school's chosen non-statutory Sex Education provision. If Kapow materially changes this unit, the subject lead must review the policy, parent information and withdrawal arrangements before the revised unit is taught.

Appendix 4 – Sources and supporting documents

- Department for Education: Relationships Education, Relationships and Sex Education (RSE) and Health Education – revised statutory guidance, effective 1 September 2026.
- Kapow Primary: RSE & PSHE curriculum information – revised 2026/27 scheme.
- Kapow Primary: RSE & PSHE statutory guidance coverage – 2026/27.
- Kapow Primary: RSE & PSHE curriculum guide for parents and carers – 2026/27.
- Kapow Primary: RSE & PSHE curriculum for faith schools – revised scheme effective September 2026.
- Kapow Primary: Year 6 Sex Education unit, "How do people become parents and carers?"
- Equality Act 2010.
- Keeping Children Safe in Education – current edition.
- National Curriculum in England: Science programmes of study.
- Church of England guidance/principles for faith-sensitive and inclusive RSHE.
- [RSE & PSHE Parent Information | Kapow Primary](#)