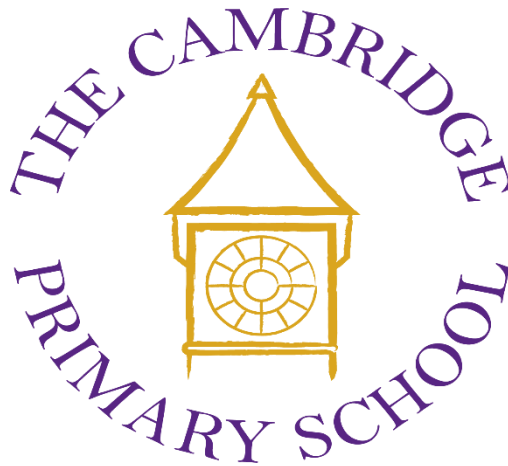


THE CAMBRIDGE PRIMARY SCHOOL

‘Inspiring Minds Together’

PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE) AND RELATIONSHIP SEX and HEALTH EDUCATION (RSE) POLICY

2026-2027



Date of LAC Approval:	July 2026
Date of Next Review:	July 2027

The policy should be read in conjunction with other relevant policies including: Behaviour Policy, Safeguarding and Child Protection Policy, Online Safety Policy, Anti-bullying Policy, Equality Policy, EYFS Policy, Curriculum Policy and our school curriculum overview.

The Cambridge Primary School PSHE and RSE Policy

At The Cambridge Primary School, we teach Personal, Social, Health and Economic Education (PSHE) as a whole-school approach and include the statutory Relationships Education and Health Education within this. Where we choose to teach sex education, this forms part of our Relationships and Sex Education (RSE).

We aim to deliver a PSHE curriculum that enables the children to revisit and develop knowledge, understanding, attitudes, values and skills they need in order to understand and respect who they are, to empower them with a voice and to equip them for life and learning as individuals and within the community.

As a school, we understand and value the link between personal development learning and whole school ethos regarding promoting good physical and mental health. PSHE and RSE contribute to this and promote the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life.

As a primary school, we are not required to teach sex education. However, we have chosen to teach age-appropriate sex education in Years 5 and 6 to prepare pupils for the changes that adolescence brings and to complement the science curriculum.

We are committed to proactively engaging with parents and carers about our RSE curriculum, making curriculum materials available for review, and working in partnership with families to support our pupils' personal development.

In our school, we choose to deliver PSHE including RSE using the KAPOW scheme of work. It ensures we meet the statutory Relationships Education and Health Education requirements, which come into full effect from September 2026, whilst using the most up-to-date teaching materials.

INTENT

Through PSHE at The Cambridge Primary School, we intend to develop a strong sense of belonging within our school community, where every child feels valued, safe and connected. We achieve this by encouraging children to develop our four core school values:

Kindness

- For self – recognising their own worth, treating themselves with compassion, and understanding the importance of positive relationships and physical health for mental wellbeing
- For others – showing empathy, care and generosity; understanding and respecting our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning
- For their community – contributing positively to their family, friends, school and the wider world

Respect

- For self – valuing their own identity, experiences and development
- For others – celebrating difference, working well with others and developing skills to form and maintain positive relationships
- For their environment – understanding their role in protecting the world they live in and being responsible stewards of our planet

Determination

- Building resilience – developing the strength to persevere through challenges and setbacks
- Striving for excellence – understanding the importance of trying their hardest at everything they do
- Taking responsibility for their own learning – reflecting honestly on their experiences and understanding how they are developing personally and socially

Responsibility

- For their own actions and decisions – making informed, thoughtful choices and understanding consequences
- For others – recognising their role within their family, friendships, school and wider community

- For tackling important issues – engaging with the spiritual, moral, social and cultural issues that are part of growing up

Through our PSHE curriculum, we equip children with the knowledge, understanding, attitudes, values and skills they need to understand and respect who they are, to empower them with a voice, and to prepare them for the responsibilities and experiences of life beyond primary school.

IMPLEMENTATION

At the Cambridge Primary School, we will implement:

- Discrete weekly PSHE lessons to teach the PSHE knowledge and skills in a developmental and age-appropriate way. There will be hourly lessons across Key Stage 1 and 2. In Reception, the children take part in weekly structured PSED (Personal, Social and Emotional Development) lessons lasting 20 minutes however, PSED is embedded throughout the Early Years Framework. The aspects of PSED are Self-Regulation, Managing Self and Building Relationships.
- A spiral PSHE and RSE curriculum that promotes the learning to deepen and broaden every year.
- Class teachers delivering the weekly lessons to their own classes so the learning objectives are explored within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.
- A programme matched to the pupils' level of maturity.
- Links across the entire curriculum to enhance and enrich all learning opportunities and embed the objectives of the PSHE and RSE programme of study.
- Links to the Computing curriculum, PE, RAW and Science, which will enhance learning.
- The sharing of rich texts within the curriculum and daily story time that illustrate, reinforce and enhance the key PSHE and RSE learning.
- Whole staff awareness, so all staff understand the development of self-esteem and relationships does not just take place during PSHE and RSE lessons but through all aspects of school life including the playground. Staff understand they have a responsibility to implement this policy by promoting and modelling the values of the school at any time they interact with children and each other.
- Opportunities to 'live' what is learnt and apply it to everyday situations, for example, assemblies, themed days and weeks, play and lunch time, through relationships child to child, adult to child and adult to adult across the school and the community.

Relationships and Sex Education (RSE)

Statutory requirements

Under the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, updated in 2025 and coming into full effect from September 2026:

Relationships education and health education are compulsory for all pupils receiving primary education in England.

- Relationships education teaches what children need to learn to build positive and safe relationships with family and friends, both online and offline
- Health education covers both physical health and mental wellbeing, teaching children how to make good decisions about their own health and wellbeing, how to recognise issues in themselves and others, and how to seek support as early as possible when issues arise

Sex education is not compulsory in primary schools. However, the DfE recommends that primary schools teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National Curriculum for science.

The new curriculum for relationships education and health education includes content on puberty and the developing body. The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty), and reproduction in some plants and animals.

Definition

RSE supports children and young people's personal development, including their spiritual, moral, social and cultural development. Its aims are to help children and young people deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Aims

The aims of our RSE programme are to:

- Provide accurate and age-appropriate information
- Include all children
- Help children make informed choices
- Develop knowledge, skills and attitudes
- Build confidence and self-esteem
- Develop personal attributes
- Prepare children for the next stage of education and adulthood
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the Equality Act 2010

Roles and responsibilities

An effective programme of RSE requires support from the whole school community and the following people have specific roles and responsibilities:

Trustees/Governors:

- Have strategic oversight of the subject
- Work with SLT and subject lead to ensure legal obligations are being met
- Approve the RSE policy (or delegate this to a committee, individual governor or the headteacher)

Headteacher:

- Overseeing the development and delivery of RSE
- Providing staff with the opportunity to contribute to the development of RSE
- Providing information to the trustees/governors
- Providing training for the subject leader and staff, as required
- Supporting the subject leader to liaise with parents and carers
- Overseeing communication with parents and carers who wish to withdraw a child from sex education
- Making decisions about withdrawal requests in exceptional circumstances (e.g., safeguarding concerns)

Subject leader:

- Leading the development and delivery of effective RSE
- Keeping up-to-date with the development of RSE
- Supporting colleagues as required
- Monitoring and evaluating RSE and providing necessary reports
- Liaising with parents and carers and leading proactive engagement activities
- Keeping subject information up-to-date, including on the school website
- Overseeing external visitors and resources used in RSE
- Ensuring all curriculum materials are available for parents/carers to view on request

All staff:

- To understand and implement the policy of RSE
- To teach RSE in line with the agreed curriculum
- To assess and monitor the progress of children
- To respond to the needs of individual children
- To comply with the school's requirements under the Equality Act 2010 and Public Sector Equality Duty when

planning and teaching RSE

- To comply with the school's legal requirements around political impartiality when planning and delivering RSE

Curriculum content

The school has chosen to use the KAPOW RSE scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group.

Our RSE curriculum is informed by meaningful engagement with pupils, parents/carers and staff to ensure it feels relevant and meets the needs of our school community.

We differentiate and personalise our curriculum based on factors such as age, physical and emotional maturity, religious background, and special educational needs and disabilities (SEND). However, our teaching reflects current law as it applies to relationships, so pupils understand what the law does and doesn't allow.

Making PSHE and RSE accessible for pupils with SEND

At The Cambridge Primary School, we are committed to ensuring that all pupils, including those with SEND, can access high-quality PSHE and RSE education that meets their individual needs.

For pupils working on their Essential Skills, we:

- Adapt content and delivery methods to match pupils' developmental stage and communication needs, ensuring lessons are accessible and meaningful
- Use concrete, practical activities and visual supports to reinforce key concepts such as personal boundaries, keeping safe, and recognising feelings
- Focus on functional life skills that support pupils' independence, safety and wellbeing, including understanding their own bodies, recognising trusted adults, and expressing their needs
- Work closely with families to ensure our PSHE and RSE teaching complements and reinforces learning at home
- Provide additional support and resources tailored to individual learning needs, including sensory-friendly materials, communication aids, and one-to-one or small group sessions where appropriate
- Revisit and reinforce key concepts regularly, recognising that pupils may need more time and repetition to develop understanding and confidence

We recognise that pupils with SEND may be more vulnerable to exploitation, abuse and bullying, and we ensure our PSHE and RSE curriculum equips them with age-appropriate knowledge and skills to keep themselves safe.

Equality

Under the Equality Act 2010, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age
- Marriage and civil partnership
- Disability
- Race
- Religion and belief
- Sexual orientation
- Sex
- Pregnancy and maternity
- Gender reassignment

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND). The RSE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Our RSE curriculum covers:

- The "facts and the law" about biological sex and gender reassignment, recognising that people have legal rights by virtue of their biological sex which are different from the rights of those of the opposite sex with the protected characteristic of gender reassignment

- That all people with protected characteristics, including sexual orientation and gender reassignment, have protection from discrimination

We encourage pupils to consider how to express their views while remaining respectful of the opinions of others. We are clear that bullying or disrespectful language or behaviour is never appropriate.

We teach about healthy loving relationships and include same-sex parents/carers when discussing families. We do not endorse any particular view or teach it as fact (for example, we do not teach as fact that all people have a gender identity), and we avoid language and activities which repeat or enforce gender stereotypes.

Proactive engagement with parents and carers

We are committed to proactively engaging with parents and carers throughout the development and delivery of our RSE curriculum. We:

- Make parents/carers aware of what we're teaching in RSE each year
- Show parents/carers a representative sample of the resources we plan to use, so they have a good idea of the kinds of materials we use
- Make all curriculum materials available for parents/carers to view on request. Parents/carers can request to see materials via the school office or by contacting the RSE subject leader
- Inform parents/carers if we make any changes to our curriculum, for example in response to incidents or emerging issues in our school community

We share materials in the following ways:

- Via our school website
- By providing access to view materials at school by appointment

No contract or copyright agreement prevents us from sharing materials with parents/carers, as we are legally obliged to have regard to the statutory RSE guidance.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from relationships education or health education. A parent or carer does have the right to withdraw their child from part or all of sex education. Parents and carers cannot withdraw their child from content that's taught as part of the science curriculum, such as puberty.

The Cambridge Primary School has decided that the following lessons fall under the definition of 'sex education':

- Year 6: Safety and the changing body, lesson 5 – conception
- Year 6: Safety and the changing body, lesson 5 – pregnancy and birth

Each year, parents and carers will be informed of the content of the RSE lessons relevant to their child's year group. This information will also be available on the school website.

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

1. Parents will contact the upper school lead by email
2. A meeting will be arranged to discuss concerns and to outline the impact on the children of missing sex education lessons, including:
 - a. The social and emotional effect of being left out
 - b. The pupil hearing an account of what happened in lessons from their peers, which might be inaccurate
3. The headteacher will consider whether there are exceptional circumstances that would warrant refusing the request (for example, safeguarding concerns or if a pupil is particularly vulnerable)
4. If there are no exceptional circumstances and parents/carers still wish to withdraw their child, the request will be granted
5. The decision to withdraw will be recorded on CPOMs
6. The school will ensure the pupil receives appropriate, purposeful education during the withdrawal period

Communication of policy

This RSE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

IMPACT

At the Cambridge Primary School, we monitor the impact of this policy through:

- Regular review by the SLT in conjunction with the subject lead and Governors. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated
- Weekly Safeguarding Meetings, reviewing record keeping, procedures and incidents
- Pupil conferencing and surveys, ensuring pupils feel comfortable and confident when discussing all aspects of PSHE and RSE
- Quality Assurance of the planning, teaching and learning of PSHE and RSE

What is the complaints procedure?

Any complaints about the PSHE or RSE programme should be made through the school's complaints procedure and in the first instance be directed to the Headteacher.

The Local Advisory Committee (governors) monitors the RSE policy on an annual basis. The Advisory Committee (governors) gives serious consideration to any comments from parents about the RSE programme, and makes a record of all such comments. Governors require the headteacher to keep a written record, giving details of the content and delivery of the RSE programme that is taught in your school. Governors scrutinise materials to check they are in accordance with the school's ethos.

Our PSHE policy is informed by existing DfE guidance.

Statutory guidance:

- Keeping Children Safe in Education (updated annually)
- Relationships education, relationships and sex education (RSE) and health education (DfE, 2025)
- SEND code of practice: 0 to 25 years
- Alternative Provision (when required)

DfE advice and guidance:

- Behaviour in schools: advice for headteachers and school staff
- Equality Act 2010 and schools
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying (including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools
- Plan your relationships, sex and health curriculum (DfE online tool)