Salcombe CE Primary School

Relationships, Health, and Sex Education (RSHE) Policy

Incorporating Kapow Primary RSE & PSHE & September 2026 DfE Statutory Updates

1. Introduction & The Kapow Primary Approach

At Salcombe CE Primary, we deliver statutory Relationships and Health Education through Kapow Primary's RSE & PSHE curriculum. Kapow provides a carefully sequenced, age-appropriate spiral curriculum from Reception to Year 6, revisiting important knowledge and skills with increasing depth as pupils mature. The curriculum supports pupils to maintain their mental and physical health, build positive relationships, keep themselves safe and make informed decisions about health, money and the online world. RSHE is taught as a vital safeguarding tool, helping children build self-respect, empathy, resilience and positive habits for their mental and physical wellbeing.

2. Statutory Framework & The 2026 Updates

This policy sets out how Salcombe CE Primary School fulfils its duties under the Children and Social Work Act 2017 and the statutory Relationships, Sex and Health Education guidance applying from September 2026, alongside Keeping Children Safe in Education. Kapow Primary's RSE & PSHE curriculum follows a spiral model, with key areas revisited progressively so pupils build on prior learning and explore concepts with increasing maturity. The curriculum is organised around the following key areas:

CORE THEME 1: LIVING IN THE WIDER WORLD Develops pupils' understanding of rights and responsibilities, communities and belonging, diversity and inclusion, digital and media literacy, money and economic wellbeing, aspirations, careers and preparing for life beyond school.

CORE THEME 2: RELATIONSHIPS Develops pupils' understanding of healthy and respectful relationships, families and friendships, positive behaviour, bullying and discrimination, online relationships and safety, personal boundaries, consent, recognising unsafe relationships and how and where to seek help.

First aid (non-statutory): Optional additional first-aid learning, including further first aid in Year 6 where chosen by the school.

Sex education (non-statutory): Optional age-appropriate learning, including the Year 6 sex education unit where chosen by the school.

Citizenship (non-statutory): Learning about communities, rules, rights and responsibilities, diversity, fairness and financial literacy.

Growing up: Learning about the changes that happen as children grow, including puberty and developing bodies, and how to manage these changes with confidence.

Health protection: Learning how to prevent illness, manage basic first aid and understand hygiene, vaccines and healthy habits.

Staying safe: Learning to recognise risks, respond safely in different situations and seek help when something feels wrong.

The online world: Learning how to use the internet safely, recognise risks and behave responsibly online.

Connecting with others: Learning how to build positive relationships, communicate with respect, show kindness and understand boundaries.

My healthy self: Learning how to look after mental and physical health and make choices that support wellbeing.

3. 2026 Specific Curriculum Requirements

In line with the statutory guidance applying from September 2026, our Kapow Primary curriculum addresses health, relationships, personal safety and digital literacy through the relevant key areas. Learning is age-appropriate and progressive, and statutory Relationships and Health Education is distinguished from optional, non-statutory content.

Advanced Online Safety & AI Literacy

Pupils are taught digital literacy explicitly, covering the concept of deepfakes, AI-generated chatbots, the impact of fake social media profiles, and safeguards against online grooming, manipulation, or digital tracking.

Safeguarding & Anatomical Language

To protect children and facilitate disclosure, correct biological vocabulary for body parts is taught from the early years. Through relevant Kapow learning, pupils develop an understanding of personal boundaries, body ownership, consent, appropriate and inappropriate behaviour, trusted adults and how to seek help.

Expanded Health, Grief & Physical Safety

Kapow's My healthy self, Staying safe, Health protection and Growing up areas support age-appropriate learning about mental health, emotional self-regulation, healthy lifestyles, risk management, personal safety, puberty, first aid and seeking help.

4. Supporting Pupils with SEND

In alignment with the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice, Salcombe CE Primary ensures that RSHE is accessible, meaningful, and highly relevant to all pupils. Children with SEND may be more vulnerable to online

exploitation, bullying, and boundary confusion; therefore, our delivery is carefully tailored to support them effectively:

- **Differentiated Kapow Delivery:** The Kapow curriculum is adapted by class teachers in collaboration with the SENDCo. Lessons can be broken down into small, concrete steps with visual aids, social stories, modelling and sensory scaffolds where required. Teachers adapt delivery to pupils' differing developmental needs while maintaining clear curriculum progression.
- **Developmental vs. Chronological Alignment:** Content is mapped to the pupil's developmental readiness rather than strictly adhering to chronological age, ensuring that sensitive topics like puberty are taught when they are most practical and relevant to the individual child.
- **Reinforced Boundary and Communication Training:** Enhanced emphasis is placed on explicit modeling of personal space, body ownership, ways to signal 'no' or communicate a breakdown in safety and identifying trustworthy adults.
- **1:1 and Small Group Interventions:** Where whole-class settings prove overwhelming or insufficiently targeted, pre-teaching or supplementary small-group sessions are used to consolidate concepts and address personal learning plans (PLPs).

5. Separation of Science, Health, and Sex Education

The DfE is clear that parents do not have the right to withdraw their children from statutory Relationships Education, Health Education, or National Curriculum Science. The breakdown is as follows:

Curriculum Component	Statutory Status & Description
National Curriculum Science (Compulsory)	Covers the human life cycle, biological naming of body parts, and the physical changes of growing up. No right of withdrawal.
Statutory Health Education (Compulsory)	Delivered through relevant Kapow key areas, including My healthy self and Growing up. Covers the changing adolescent body and puberty. No right of withdrawal from statutory Health Education.
Non-Statutory Sex Education (Optional)	A discrete, age-appropriate lesson covering human conception and reproduction taught in Year 6. Parents hold the right to request withdrawal.

6. Parental Engagement & Right to Withdraw

In accordance with the 2026 transparency mandate, all Kapow Primary RSHE curriculum overviews and teaching resources are shared openly with parents prior to delivery. Curriculum materials cannot be legally withheld or hidden from parent review.

To request a withdrawal from non-statutory Sex Education, parents must complete the Parental Withdrawal Request Form (Appendix A) and submit it to the Headteacher. The Headteacher will host a meeting with the family to clarify the curriculum goals and arrange supervised, high-quality alternative provision during those specific lessons.

Approved by:	Charlotte Bond
Date Approved:	September 2026
Next Review Date:	September 2027

Appendix A: Parental Withdrawal Request Form

To be completed by parents/carers wishing to withdraw their child from non-statutory Sex Education lessons.

Name of Child:	
Class / Year Group:	
Name of Parent/Carer:	
Date of Request:	

Reason for Withdrawal Request

Please outline your specific concerns or reasons for requesting your child's withdrawal from the non-statutory Sex Education lessons:

Parent Declaration

• By signing below, I understand that my child cannot be withdrawn from the statutory elements of the Relationships, Health, or Science curriculum (including puberty lessons).
• I understand that the school will contact me to arrange a brief discussion prior to granting this request.

Parent/Carer Signature: _____

Date: _____

For School Use Only

Date Request Received:	
Date of Discussion with Parent:	
Agreed Outcome:	[ ] Request Granted / [ ] Request Withdrawn
Alternative Arrangements for Child:	Detail where the pupil will be supervised and what alternative work they will complete: