KINGSTONE ACADEMY TRUST
APPROVED POLICY DOCUMENT

Relationships, Sex and Health Education (RSHE) Policy

Relevant School/s:	**KTPS**
Policy Officers:	**Amy Preece**
Approved By:	**Board of Trustees**
Date of Review:	**September 2026**
Next Review:	**Annually or in light of changes to legislation**
Distribution:	**Public, on website**

1. Introduction

As an Academy, we share similar aims and values regarding the delivery of our Relationships and Sex Education curriculum across the Trust. Due to differences in the age-appropriate curriculm content, Kingstone High School and Kingstone and Thruxton Primary School have separate policies, written in consultation with each other. To see the RSHE Policy for Kingstone High School, please click here: https://www.kingstonehighschool.co.uk/assets/Documents/Attachments/Relationships-Sex-Health-Education-2026.pdf

1. Aims

At Kingstone and Thruxton Primary School, we strive to provide our children with the skills and knowledge that they will need to develop into confident young people and adults. Our three core rules: 'Ready, Respectful, Safe' provide the basis for all we do, and are the cornerstones of our curriculum and education.

The aims of relationships and health education (RSHE) at our school are to:

- Provide a safe environment in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Support children to understand their choices, including consent and saying 'no'.
- Create a positive culture around healthy relationships, respect, inclusion and personal wellbeing.
- Prepare pupils for puberty, and give them an understanding and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory Requirements

As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996 and as noted in clause 29 of the Funding Agreement.

At Kingstone and Thruxton Primary School, we teach RSHE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance. Our Well-Being Subject Champions reviewed the changes to the RSHE curriculum, and compared this to our previous provision.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.

4. Pupil consultation – we investigated what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified.

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. Children will:

- Develop self-esteem and confidence
- Develop personal skills that foster and facilitate good relationships
- Learn to respect the differences between people
- Take greater responsibilities for their actions, being more aware of the impact of their actions on other
- Use thinking skills to make rational and informed decisions
- Develop their personal qualities and values that will equip them to make the wider social demands of adult life
- Learn about issues that will have a bearing upon their development
- Involve themselves fully in the community life of the school, including making decisions about issues
- Extend knowledge and understanding of their wider community involving local, national, commonwealth, European and global issues
- Learn about the benefits of positive and healthy lifestyles

RSHE involves a combination of sharing information, and exploring issues and values; it is not about the promotion of sexual activity.

5. Curriculum

We follow the RSHE scheme, *Jigsaw*. Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human-beings, as well as building their capacity to learn.

Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11.

Jigsaw has two main aims for all children:
1. To build their capacity for learning,
2. To equip them for life.

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

The Jigsaw pieces are:
Autumn 1: Being Me in My World
Autumn 2: Celebrating Differences
Spring 1: Dreams and Goals
Spring 2: Healthy Me
Summer 1: Relationships
Summer 2: Changing Me

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.
We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.
Primary sex education is not compulsory in primary schools, however after consultation, we have designed our RSHE curriculum to be focussed on healthy relationships. We will also cover preparing boys and girls for the changes that adolescence brings. The school does not teach additional non-statutory sex education. Age-appropriate learning about human development and reproduction is taught where required through the statutory Science curriculum.

We are also proud to be a THRIVE school. The THRIVE Approach in primary schools is a trauma-informed, therapeutic program designed to support children's emotional and social development by building resilience, self-esteem, and positive relationships. It uses online assessments to identify individual needs, then provides personalized action plans and activities, grounded in neuroscience, attachment theory, and child development principles. By addressing emotional and social barriers, the approach helps children manage challenging behavior, enjoy learning, and thrive in school.

THRIVE
Miss Natasha Exley is our **THRIVE** Lead and will be carrying out THRIVE sessions and training that will feed into RSHE teaching and learning, as part of her Pastoral Lead role.

As a THRIVE-licensed school, we are committed to supporting the social and emotional development of all our pupils. We have a dedicated THRIVE-licensed practitioner who delivers both one-to-one and group sessions across our school.

We recognise that throughout their school journey, children may experience a range of emotional ups and downs, and some may face significant life challenges that can impact their wellbeing and learning. The THRIVE approach strengthens the support already in place within our school, helping us to better understand and respond to children's emotional needs. Through this provision, we aim to ensure that every child feels safe, valued, understood, and ready to engage positively in their learning and school life.

All teaching staff and the THRIVE-licensed practitioner have access to the THRIVE Online platform, which enables adults to assess the developmental and emotional needs of both individual pupils and whole classes. Through this process, staff can identify areas of strength and need and use the platform to create tailored action plans and targeted support strategies. We are proud to offer THRIVE sessions as an additional avenue of support for our pupils. These low-level interventions are delivered through engaging, play-based activities, including games, creative arts, and structured opportunities for social and emotional development.

In addition to one-to-one and group interventions, we deliver weekly 'THRIVE Thursday' sessions, during which every class participates in a 20-minute THRIVE activity, which is delivered by the class teacher and is tailored to the specific needs of the cohort. This whole-school approach strengthens our commitment to the THRIVE principles and ensures that all children have access to a personalised pastoral programme that supports their emotional wellbeing, relationships, and readiness to learn.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

RSHE includes personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSHE curriculum, see Appendices 1 and 2.

In line with our inclusive philosophy, the needs of all children will be considered in the planning and delivery of our RSHE curriculum. We understand that these areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Parents' Right to Withdraw

Parents do not have the right to withdraw their child from statutory Relationships Education, Health Education or National Curriculum Science.

Kingstone and Thruxton Primary School does not teach any additional non-statutory sex education beyond the requirements of the statutory curriculum. Therefore, there are currently no elements of the curriculum from which parents may withdraw their child.

Parents who have questions or concerns regarding curriculum content are encouraged to discuss these with the Mrs Preece (Head of School) or Mrs Perrin (RSHE Subject Champion)

8. Roles and Responsibilities

8.1 The Board of Trustees
The Board of Trustees will approve the RSHE policy, and hold the Head of School to account for its implementation.

8.2 The Headteacher
The Head of School is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.3 Staff
Staff are responsible for:

- Delivering RSHE in a sensitive way

- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

RSHE will take many different forms throughout the school and the curriculum, including:

- Planned curriculum time
- Coaching Circles / Circle Time
- Social Skills Games
- Cross-curricular teaching
- Incidental learning opportunities
- Whole School, Phase and Class Assemblies
- Young Hopefuls
- School Parliament
- Opening Minds Weeks
- Themed Weeks, Days and Events
- Visitors with specialist knowledge
- Off site visits and residentials

Our RSHE Subject Champion is Mrs Paige Perrin. Mrs Perrin will oversee the teaching of RSHE, and is the lead contact should you have any questions regarding your child's RSHE learning.

8.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

9. Parents

Our final RSHE Policy is available on the school website, and has been written in consultation with parents, pupils, staff and Trustees.

We recognise that parents and carers may hold a range of views regarding relationships, health and puberty education, including views informed by cultural, religious or personal beliefs. We are committed to delivering this aspect of the curriculum in a sensitive, age-appropriate and respectful manner.

At Kingstone and Thruxton Primary School, the content we teach about puberty, changing adolescent bodies, personal hygiene, menstruation, emotional wellbeing and healthy relationships forms part of the statutory Relationships Education, Health Education and Science curriculum. Parents do not have the right to withdraw their child from these statutory elements of learning. We encourage any parent or carer who has questions or concerns about the curriculum to contact the school so that the content and statutory requirements can be discussed in advance of teaching. Curriculum materials may be shared with parents upon request.

Here at Kingstone, we teach Relationship and Health Education which is statutory and have chosen as a school <u>not</u> to teach Sex Education which is school preference. Therefore, we do not teach the conception sections on the overview and everything we teach is statutory to the Primary Curriculum.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Head of School will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring Arrangements

The delivery of RSHE is monitored by our RSHE Champions, Phase Leads and Head of School through: learning walks, book looks. Pupil Voice.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mrs Amy Preece, Head of Primary, annually. At every review, the policy will be approved by the KAT Trustees.

12. Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and is not appropriate in a relationship, can lead to disclosure of child protection issues. Teachers will consult with the DSL / DDSL and follow school procedures for reporting concerns. See safeguarding policy for more information.

Appendix 1: Curriculum Map – Updated with recent changes for September 2026



December 2025

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys *Conception (including IVF)* Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings *Conception to birth* Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Appendix 2: By the end of primary school pupils should know

Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe
• that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to eachother, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners.	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep

		• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.	trying until they are heard. Where to get advice e.g. family, school and/or other sources.