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TALENT EDUCATION TRUST

Relationships and sex education & PSHE policy

Approved by:	Trustee Board	Date: 6/10/2026
Last reviewed on:	September 2026	
Next review due by:	6/10/2027	

Date	Change or amendment to policy
31/7/2024	8.1 remove education committee, replace with: Governing Board will be responsible for approving this policy 8.3 Add non statutory RSE and Science components of RSE curriculum 8.3 staff – updated names of staff responsible for RSE delivery.
31/7/2025	Updated statutory DfE July 2025 Guidance to section 2
1/9/2026	Updated DfE guidance New RSE/ PSHE scheme – Kapow

1. Policy statement

At the Anglo-Portuguese School of London (APSOL), we recognise that Relationships, Sex and Health Education (RSE) and Personal, Social, Health and Economic Education (PSHE) play an essential role in supporting children to develop the knowledge, skills, attitudes and values they need to lead healthy, safe, happy and fulfilling lives.

Our RSE and PSHE curriculum enables pupils to understand themselves, develop positive relationships, recognise and manage risks, care for their physical and mental health, make informed decisions and prepare for life in modern Britain.

We use the **Kapow Primary RSE & PSHE scheme of work** as the foundation of our curriculum. The scheme is adapted where necessary to reflect the needs of our pupils, our school community and our local context.

Our curriculum is taught in an age-appropriate, inclusive and sensitive way. It provides opportunities for pupils to ask questions, discuss issues, practise skills and develop confidence in making safe and responsible choices.

The school recognises that RSE and PSHE contribute significantly to safeguarding. Children are taught about healthy relationships, personal boundaries, consent, appropriate and inappropriate behaviour, online safety, seeking help and how to recognise and report concerns.



2. Legislative and curriculum framework

This policy has regard to the following legislation, statutory guidance and curriculum requirements:

- Education Act 2002.
- Education Act 1996.
- Children Act 1989 and 2004.
- Equality Act 2010.
- Keeping Children Safe in Education 2026.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, effective from September 2026.
- National Curriculum for England.
- Early Years Foundation Stage statutory framework.
- SEND Code of Practice.
- Statutory safeguarding guidance and the school's safeguarding and child protection procedures.

Relationships Education and Health Education are statutory elements of the primary curriculum.

Schools are required to have regard to the DfE's statutory guidance and must publish their Relationships Education/RSE policy.

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- Equality and Diversity Policy
- SEND Policy
- Science Policy
- Mental Health and Wellbeing Policy
- Attendance Policy
- Preventing Sexual Harassment and Abuse procedures
- Complaints Policy

3. Definitions

PSHE

PSHE stands for **Personal, Social, Health and Economic Education**.

PSHE education supports pupils to develop the knowledge, understanding, skills and attributes needed to manage their lives successfully, both now and in the future.

Relationships Education

Relationships Education teaches pupils about positive and respectful relationships with family, friends and others. It includes understanding boundaries, respect, kindness, communication, managing conflict, recognising unhealthy relationships and knowing where to seek help.

Relationships Education is statutory in primary schools and there is **no parental right to withdraw a child from statutory Relationships Education**.

Health Education



Health Education supports pupils to understand physical and mental health, wellbeing, healthy lifestyles, prevention, safety and how to access help and support.

Sex Education

Sex Education refers to education about human sexual development and/or sexual activity beyond the statutory Relationships and Health Education requirements and beyond content required by the National Curriculum for Science.

At APSOL, we have decided that:

No additional sex education:

We do not provide additional standalone Sex Education beyond the content required by the National Curriculum for Science and the statutory Relationships and Health Education curriculum.

4. Aims

Our RSE and PSHE curriculum aims to enable every pupil to:

1. Develop confidence, self-esteem and a positive sense of identity.
2. Understand and manage their emotions and mental wellbeing.
3. Develop healthy and respectful relationships.
4. Understand personal boundaries and the importance of respecting the boundaries of others.
5. Recognise unsafe situations and know how to seek help.
6. Understand how to keep themselves safe, including online.
7. Develop healthy lifestyles and understand how to protect their physical health.
8. Understand how bodies change as they grow.
9. Develop resilience, independence and effective decision-making skills.
10. Understand the importance of kindness, respect, tolerance and inclusion.
11. Appreciate diversity and challenge stereotypes and prejudice.
12. Develop age-appropriate understanding of money, work and economic wellbeing.
13. Understand their rights and responsibilities as members of a school, local and wider community.
14. Develop the knowledge and skills required to prepare for the opportunities and responsibilities of later life.
15. Know how and where to access appropriate support.

5. Curriculum principles

Our curriculum is:

Age-appropriate

Content is carefully sequenced and taught in a way that is appropriate to pupils' age, maturity, developmental stage and individual needs.

Inclusive

All pupils are entitled to high-quality RSE and PSHE education. We recognise and value the diversity of families, cultures, backgrounds, identities and experiences represented within our school community.

Progressive

Knowledge and skills are revisited and developed throughout a pupil's time at school.



Evidence-informed

We use the Kapow Primary scheme and current statutory guidance to support the planning and delivery of our curriculum.

Safeguarding-focused

The curriculum equips pupils with knowledge and skills that support their personal safety and help them recognise when something is wrong and seek help.

Skills-based

Pupils have opportunities to practise communication, decision-making, problem-solving, emotional regulation, assertiveness, boundary-setting and help-seeking.

6. Kapow Primary RSE & PSHE curriculum

APSOL uses the **Kapow Primary RSE & PSHE scheme of work** as the core programme for teaching RSE and PSHE.

Kapow's 2026 curriculum provides progression from Reception to Year 6 and is designed to meet statutory and non-statutory expectations. Its key areas include:

- **My Healthy Self**
- **Connecting with Others**
- **The Online World**
- **Staying Safe**
- **Health Protection**
- **Growing Up**
- **Citizenship**
- Optional **Sex Education – will not be done at APSOL**
- Optional **First Aid – will be done at APSOL**

Kapow describes the curriculum as a spiral programme in which pupils revisit important knowledge and skills with increasing depth and maturity.

The school will use the Kapow progression documents and statutory mapping to ensure that pupils receive appropriate coverage across their primary education.

7. Curriculum organisation

RSE and PSHE will normally be taught as a timetabled lesson each week.

RSE and PSHE learning is also reinforced through:

- assemblies;
- whole-school events;
- pastoral support;
- behaviour and relationships work;
- safeguarding education;
- online safety activities;
- school council;
- enrichment activities;
- educational visits;
- wider curriculum subjects;
- discussions arising from real-life situations;
- opportunities for pupil leadership and responsibility.



Teachers should use appropriate opportunities throughout the school day to reinforce the knowledge, language and skills taught in RSE and PSHE.

8. EYFS

In Reception, learning is embedded through the **Early Years Foundation Stage** framework.

Children develop knowledge and skills relating to:

- forming relationships;
- understanding feelings;
- managing emotions;
- personal hygiene;
- healthy choices;
- similarities and differences;
- families and communities;
- personal safety;
- communication;
- independence and self-care.

Kapow provides EYFS-appropriate RSE and PSHE planning which supports progression into Key Stage 1.

9. Relationships Education

Relationships Education is a central part of our curriculum.

Pupils learn about:

Families and people who care for them

Children learn that families can look different and that families provide care, love and support.

Friendships

Pupils learn how to make and maintain friendships, resolve disagreements and recognise when relationships are unhealthy.

Respectful relationships

Pupils learn how to treat others with kindness and respect and how behaviour can affect other people.

Online relationships

Pupils learn how to communicate safely and respectfully online and how to recognise risks associated with online communication.

Being safe

Pupils learn about personal boundaries, privacy, seeking help and recognising situations that may be unsafe.

The school will provide opportunities for pupils to develop practical skills such as assertiveness, communication, listening, negotiation and help-seeking.

10. Health Education

Health Education is taught through the Kapow curriculum and reinforced throughout school life.



It includes age-appropriate learning about:

- physical health;
- mental wellbeing;
- emotional regulation;
- healthy lifestyles;
- nutrition;
- physical activity;
- sleep;
- hygiene;
- dental health;
- illness and prevention;
- medicines and health products;
- first aid;
- managing change;
- puberty and growing up;
- online influences;
- risks to health;
- seeking help and accessing appropriate support.

The school recognises that physical and mental health are closely connected and seeks to create a culture in which pupils feel comfortable talking about wellbeing and asking for help.

11. Mental health and emotional wellbeing

Mental health and emotional wellbeing are integral to our RSE and PSHE curriculum.

Pupils are taught to:

- recognise and name a range of emotions;
- understand that feelings can change;
- develop strategies for managing difficult feelings;
- develop resilience;
- understand the importance of talking to trusted adults;
- recognise when they or someone else may need help;
- understand that mental health difficulties can affect anyone;
- challenge stigma;
- identify appropriate sources of support.

Where a pupil raises a concern relating to their wellbeing, staff will follow the school's safeguarding and pastoral procedures.

12. Online safety

Online safety is taught explicitly and reinforced across the curriculum.

Pupils are taught about:

- safe and responsible use of technology;
- privacy and personal information;
- passwords and security;
- online communication;
- online friendships;
- digital footprints;
- inappropriate content;
- online bullying;



- manipulation and pressure;
- seeking help;
- reporting concerns;
- balancing online and offline activities.

Online safety is also addressed through Computing and the school's wider safeguarding provision.

13. Sex Education and parental withdrawal

The statutory primary curriculum includes Relationships Education and Health Education. Additional Sex Education is not compulsory at primary school.

APSOL will only deliver the statutory primary curriculum. APSOL will not be teaching the Year 6 optional unit in Kapow and therefore parents do not need to be informed nor withdraw their child.

Parents/carers **do not have a right to withdraw their child from statutory Relationships Education or Health Education**, nor from relevant National Curriculum Science content.

Parents/carers may request that their child be withdrawn from additional Sex Education taught as part of statutory RSE, subject to the arrangements in current statutory guidance.

For primary schools, where a parent requests withdrawal from additional Sex Education, the request should be respected, other than content forming part of the Science curriculum.

If a pupil is withdrawn, the school will provide appropriate and purposeful alternative learning.

The school will respond sensitively to requests for withdrawal and will ensure that parents/carers understand what is statutory and what is additional.

14. Puberty and body changes

Pupils are taught about growing and changing in an age-appropriate manner.

This includes understanding:

- that bodies change as people grow;
- emotional changes associated with growing up;
- physical changes associated with puberty;
- menstruation;
- personal hygiene;
- managing periods and menstrual health;
- appropriate and correct terminology;
- privacy and personal boundaries;
- where to seek help.

Where puberty-related content is part of Health Education or Science, it is statutory and parents/carers cannot withdraw pupils from this learning.

15. Safeguarding

RSE and PSHE form an important part of the school's safeguarding provision.

Teaching may cover:

- recognising unsafe behaviour;
- appropriate and inappropriate touch;
- personal boundaries;
- bodily autonomy;
- secrets and surprises;
- online risks;



- exploitation;
- abuse;
- peer pressure;
- bullying;
- sexual harassment;
- how to report concerns;
- identifying trusted adults.

Staff must never promise a child confidentiality where a safeguarding concern may be disclosed. If a pupil discloses information that indicates a safeguarding concern, staff must follow the school's Safeguarding and Child Protection Policy and report the concern to the Designated Safeguarding Lead.

The September 2026 edition of *Keeping Children Safe in Education* confirms that safeguarding is everyone's responsibility and requires staff to follow their school's safeguarding procedures.

16. Teaching sensitive or controversial issues

Teachers will use professional judgement when teaching sensitive subjects.

Lessons will:

- establish clear ground rules;
- use age-appropriate language;
- avoid requiring pupils to disclose personal experiences;
- provide opportunities for anonymous questions where appropriate;
- use fictional scenarios where appropriate;
- acknowledge that families and experiences may differ;
- avoid reinforcing stereotypes;
- promote respectful discussion;
- ensure that pupils know where to seek help.

Teachers will not be expected to answer questions beyond the scope of the curriculum or their professional role.

If a question is inappropriate, overly personal or raises a safeguarding concern, the teacher may defer the question and discuss it with the Designated Safeguarding Lead or senior leader as appropriate.

17. Ground rules

At the beginning of relevant lessons, teachers will establish clear expectations, for example:

- We listen to each other.
- We treat everyone with respect.
- We do not laugh at someone's question or contribution.
- We do not share other people's personal information.
- We can choose not to answer a question.
- We can ask questions anonymously where appropriate.
- We use correct and respectful language.
- We tell a trusted adult if something makes us worried or uncomfortable.

18. Inclusion, equality and diversity

The school is committed to ensuring that RSE and PSHE are accessible and appropriate for all pupils.

Teaching will take account of:

- SEND;



- learning needs;
- developmental differences;
- cultural backgrounds;
- religious backgrounds;
- family circumstances;
- language needs;
- individual vulnerabilities.

Reasonable adjustments will be made where required.

The curriculum will challenge prejudice, discrimination and harmful stereotypes and will promote respect for others.

The school will comply with its duties under the **Equality Act 2010** and will ensure that protected characteristics are addressed appropriately through the curriculum and wider school life.

19. SEND

Pupils with SEND are entitled to participate fully in RSE and PSHE.

Teachers will adapt lessons where necessary by using:

- differentiated resources;
- visual supports;
- simplified or alternative language;
- repetition and overlearning;
- concrete examples;
- additional processing time;
- alternative communication methods;
- smaller-group teaching;
- additional adult support.

Teachers will liaise with the SENDCo, pastoral staff and families where additional support is required.

20. Faith and religious considerations

The school recognises that pupils and families may hold a range of religious and philosophical beliefs.

Teaching will be respectful of these beliefs while ensuring that statutory curriculum requirements are met.

The school will provide factual, accurate and age-appropriate teaching and will not promote or disparage particular religious or philosophical beliefs.

21. Teaching approaches

RSE and PSHE lessons may include:

- discussion;
- stories;
- scenarios;
- role play;
- paired and group activities;
- videos;
- sorting and matching activities;
- quizzes;
- reflection;



- problem-solving;
- practical activities;
- anonymous questions;
- independent work.

Kapow lessons follow a consistent structure, including recall and retrieval, an engaging introduction, main learning and a closing activity. This supports familiarity and reduces unnecessary cognitive load.

Teachers will select approaches according to the needs of the pupils and the sensitivity of the subject.

22. Assessment

Assessment in RSE and PSHE is primarily formative.

Teachers assess pupils through:

- questioning;
- discussion;
- observation;
- pupil responses;
- written work;
- practical activities;
- quizzes;
- retrieval activities;
- reflection;
- end-of-unit activities.

Assessment is used to identify misconceptions, adapt teaching and support progression.

Teachers should not assess pupils on personal experiences, family circumstances, beliefs or disclosures.

The school will use Kapow's progression framework and assessment resources to support consistent assessment across year groups.

23. Monitoring and evaluation

The PSHE/RSE subject leader is responsible for monitoring the quality and impact of the curriculum.

Monitoring may include:

- lesson observations;
- book/work scrutiny;
- pupil voice;
- staff feedback;
- curriculum reviews;
- planning reviews;
- assessment information;
- discussions with parents/carers;
- review of safeguarding incidents and themes;
- analysis of curriculum coverage.

The subject leader will report to the Headteacher and governors/trust as appropriate.

24. Roles and responsibilities

Governing Body

The Governing Body will:



- approve the policy;
- ensure statutory requirements are met;
- ensure appropriate consultation takes place;
- monitor the effectiveness of the curriculum;
- ensure appropriate resources and staffing are available.

Headteacher – Marta Correia-Abbott

The Headteacher will:

- have overall responsibility for implementation;
- ensure the policy is reviewed;
- ensure statutory requirements are met;
- ensure staff have appropriate support and training;
- ensure safeguarding procedures are followed.

PSHE/RSE Subject Leader – Oscar Fielder, Assistant Headteacher

The subject leader will:

- coordinate the curriculum;
- maintain curriculum documentation;
- support teachers;
- monitor coverage and progression;
- arrange CPD where required;
- evaluate the effectiveness of the curriculum;
- liaise with parents/carers and external agencies where appropriate.

Teachers

Teachers will:

- deliver lessons sensitively and appropriately;
- follow the school's curriculum;
- establish safe learning environments;
- respond appropriately to questions;
- identify and report safeguarding concerns;
- adapt teaching for individual needs;
- assess learning and address misconceptions.

Parents and carers

Parents/carers are encouraged to:

- engage with the school about RSE and PSHE;
- discuss learning with their children;
- read information provided by the school;
- raise questions or concerns through the appropriate channels;
- support children in developing healthy and safe behaviours.

25. Parent and carer engagement

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

Parents/carers will be:

- informed about the school's RSE and PSHE provision;
- given access to this policy;
- provided with information about sensitive or additional content where appropriate;
- given opportunities to view relevant curriculum materials;
- encouraged to discuss concerns with the school.



The school will consult parents when developing or reviewing the policy, in accordance with statutory requirements.

Parents/carers can request further information about the curriculum from the school.

Kapow also provides parent information explaining its curriculum and the distinction between statutory Relationships/Health Education and optional Sex Education.

26. Confidentiality and disclosures

Teachers will explain that classroom discussion is not confidential.

Pupils will be encouraged to speak to a trusted adult if they are worried about something.

Where a pupil discloses information that may indicate abuse, neglect, exploitation or another safeguarding concern, the member of staff will follow the school's safeguarding procedures.

Staff must not investigate safeguarding disclosures themselves or promise confidentiality.

27. Resources

The school will primarily use the Kapow Primary RSE & PSHE resources.

Additional resources may be used where they:

- are accurate and age appropriate;
- support the school's curriculum;
- are inclusive;
- are suitable for the pupils' developmental stage;
- support statutory requirements;
- have been appropriately evaluated by staff.

Teachers should not introduce resources involving sensitive or controversial content without appropriate professional consideration and, where necessary, approval from the subject leader or senior leadership team.

28. Curriculum review

This policy and the RSE and PSHE curriculum will be reviewed regularly and whenever statutory guidance changes.

The next scheduled review will take place in:

September 2027

The school will ensure that curriculum changes introduced by the DfE or Kapow are considered as part of the review process.

The current DfE statutory RSHE guidance came into effect on **1 September 2026**, so the school will ensure that its curriculum and policy remain aligned with this framework.

29. Complaints

Any concerns regarding RSE or PSHE should initially be raised with the class teacher or PSHE/RSE subject leader.

If the concern cannot be resolved, it should be referred to the Headteacher in accordance with the school's Complaints Policy.

Parents/carers will be encouraged to discuss concerns constructively with the school before making a formal complaint.