RUPERT HOUSE SCHOOL

RSHE POLICY

(Relationships, Sex and Health Education)

This policy applies to the entire setting, including EYFS

Responsible Role	DSL & Deputy Head Pastoral
January 2025	Significant changes from old policy
January 2026	Significant changes in line with government guidance dated July 2025
November 2026	Changes in line with KCSIE 2026 and new curriculum resource

1. Introduction

This policy applies to all pupils at Rupert House School, including the Early Years Foundation Stage (EYFS), Pre-Prep and Prep. It is published for parents and carers. The school works in partnership with families as children develop the knowledge, vocabulary, values and skills to build safe, respectful relationships and make informed choices about wellbeing and health. Teaching is sensitive to age, developmental stage, special educational needs and disabilities (SEND), and pupils' individual circumstances.

2. Aims

RSHE supports safeguarding, personal development and preparation for the next stage of education. Pupils learn to recognise respectful and harmful behaviour, understand personal boundaries and privacy, seek help from trusted adults, navigate online interactions safely, understand physical and emotional changes, and respect others. The school promotes equality and does not tolerate prejudice-based or discriminatory bullying, sexual harassment or violence.

3. Statutory requirements and guidance

As an independent primary school, Rupert House provides compulsory Relationships Education and PSHE, including appropriate health education, in accordance with applicable independent school standards. The school teaches relevant science content. Additional primary sex education beyond compulsory science is identified clearly and subject to the applicable parental withdrawal right. This policy has regard to the DfE statutory RSHE guidance effective 1 September 2026 and KCSIE 2026 (September 2026), alongside the EYFS statutory framework, Equality Act 2010, SEND Code of Practice and the school's safeguarding and child protection, behaviour, online safety, anti-bullying and staff conduct policies.

4. Policy development and consultation

The DSL / Deputy Head Pastoral coordinate review of statutory guidance, curriculum and pupil needs. Staff, pupils and parents are consulted appropriately; parents can review curriculum materials and discuss sensitive content with the school. The Senior Management Team approves the policy under the school's delegated governance arrangements and shares it with Wishford Education Governance. Consultation and approval dates should be recorded before publication.

5. Definitions

Relationships Education covers families, caring friendships, respectful and online relationships, and being safe. Health education and PSHE cover mental and physical wellbeing, health protection, growing up and personal development. Primary sex education beyond compulsory science is identified separately in planning. RSHE is educational, not the promotion of sexual activity.

6. Curriculum

Rupert House uses Kapow Primary RSE & PSHE as the principal planned scheme from EYFS to Year 6, supplemented by science, religious education, computing, wellbeing, assemblies and pastoral learning. The school follows the updated Kapow Primary 2026 scheme and its statutory mapping, adapted to the school's timetable, pupil needs and safeguarding context. Appendix 3 provides a

framework rather than a claim that specific lessons or half-term allocations have already been implemented.

7. Delivery of RSHE

In EYFS, adults embed personal, social and emotional development through play, routines, discussion and modelling, with Kapow Primary EYFS resources where appropriate. In Pre-Prep, class teachers deliver Kapow Primary RSE & PSHE alongside science, RE and computing. In Prep, class and specialist teachers coordinate Kapow Primary, science, computing, RE and wellbeing teaching. The school provides age-appropriate puberty education before changes are likely to occur, and identifies any separate non-statutory sex education sessions in advance.

7.1 Safe teaching and disclosures

Staff establish ground rules, use accurate age-appropriate language, avoid requiring pupils to disclose personal experiences, and respond calmly to questions. They do not promise confidentiality. If a pupil discloses abuse or staff notice concerning behaviour, staff listen, reassure, record and report promptly under the school safeguarding and child protection procedures to the DSL or deputy; urgent risks are escalated without delay. Teachers do not investigate allegations themselves. Pupils are taught how to seek help repeatedly until heard. KCSIE 2026 Part one and Part five apply, including to child-on-child harm.

7.2 Safeguarding themes within teaching

- Healthy relationships, consent and boundaries in an age-appropriate sense; respect, equality, stereotypes and prejudice-based harm.
- Bullying, cyberbullying, coercion, harassment, child-on-child abuse and harmful sexual behaviour: concerns are never dismissed as banter or an inevitable part of growing up.
- Online safety, privacy, contact with unknown people, manipulation, harmful content, image sharing, and age-appropriate awareness that AI can be used to create or alter misleading or abusive images.
- Mental wellbeing, emotional literacy, help-seeking, trusted adults and awareness of vulnerability, including SEND-related barriers to disclosure.
- Physical health, puberty, hygiene, body autonomy and relevant science content.

7.3 Visitors and external materials

The school retains responsibility for all RSHE delivered by visitors. The lead teacher checks suitability, content, safeguarding arrangements and accessibility in advance, and ensures school staff remain able to respond to concerns. Parents can request to view materials used in lessons, subject to legitimate safeguarding and copyright considerations, in accordance with statutory RSHE guidance.

8. Roles and responsibilities

The proprietor/governance oversees statutory compliance, inclusion, safeguarding and policy review. The Head ensures coherent delivery, staffing, resources and handling of withdrawal requests. The DSL / Deputy Head Pastoral oversee safeguarding integration, reporting pathways, staff training and monitoring. The RSHE subject lead maintains Kapow Primary planning and statutory mapping. All teaching staff deliver sensitive, inclusive learning, notice concerns and report them in line with KCSIE. Pupils are expected to participate respectfully and seek support when needed.

9. Parents' right to withdraw

Parents cannot withdraw pupils from statutory Relationships Education or compulsory science. Parents may request withdrawal from sex education taught beyond compulsory science. Requests should be made in writing to the Head using Appendix 2. The Head will discuss the request, clarify which content is compulsory, record the outcome and arrange suitable alternative education for any withdrawn sessions. Parents will be informed in advance of the content of any non-statutory sex education lessons.

10. Training

Staff delivering RSHE receive appropriate curriculum and safeguarding training, including safe handling of disclosures, child-on-child abuse, online safety and inclusive teaching. All staff, including those not working directly with children, must read KCSIE 2026 Part one in full and follow school safeguarding procedures. Safeguarding induction, regular updates and annual refreshers are managed under the school safeguarding policy. The brief Part one overview does not replace reading Part one.

11. Monitoring and review

The DSL / Deputy Head Pastoral (also Subject Lead) review planning, pupil voice, teaching quality, safeguarding themes, assessment and staff training needs. The Kapow Primary long-term plan and statutory coverage audit are checked at least annually and whenever scheme materials or DfE guidance change. The policy is reviewed annually, approved through delegated governance and made available to parents.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	That families are important for children growing up because they can give love, security and stability The characteristics of healthy family life, commitment to each other, 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 are 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
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online, and the importance of privacy

TOPIC	PUPILS SHOULD KNOW
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 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) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult How to ask for advice or help for themselves or others, and to keep trying until they are heard How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources

Appendix 2: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships, sex and health education			

TO BE COMPLETED BY PARENTS	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

Appendix 3: Kapow Primary RSE & PSHE Long-term Plan

EYFS to Year 6 • Kapow Primary edition updated 27 October 2026

The following curriculum sequence and unit summaries are reproduced from the Kapow Primary RSE & PSHE Long-term Plan supplied by the school. Each half-term unit contains the number of lessons indicated. Science, computing and other school-specific provision remain complementary to this plan.

EYFS

Autumn 1	Self-regulation: My feelings 7 lessons Recognising and describing different feelings, and learning strategies to regulate and feel calm.
Autumn 2	Building relationships: Special relationships 6 lessons Exploring the people who are special to us, developing skills for sharing and taking turns, and celebrating our individual interests and differences.
Spring 1	Managing self: Taking on challenges 6 lessons Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.
Spring 2	Self-regulation: Listening and following instructions 6 lessons Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.
Summer 1	Building relationships: My family and friends 6 lessons Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills.
Summer 2	Managing self: My wellbeing 6 lessons Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet.

Year 1

Autumn 1	My healthy self: How can we look after our emotions? 6 lessons Recognising and naming a range of emotions, pupils learn to identify facial and body clues linked to feelings. They explore what helps them feel calm and happy, understand the importance of rest and enjoyable activities, and practise simple strategies for managing different emotions.
Autumn 2	Connecting with others: How can I help myself and others feel happy and safe? 6 lessons Identifying what makes them and others special, pupils learn how friends, family and classmates can help and support each other. They explore how respect is shown through behaviour in different situations and identify simple strategies for managing disagreements in families and friendships.
Spring 1	The online world: How do we spend time online? 6 lessons Understanding how to stay safe and respectful online and recognising the different ways people use the internet in everyday life. Pupils compare online and offline activities, explore appropriate online behaviour and identify strategies for staying safe and responding to unsuitable content.
Spring 2	Citizenship: How can I help others and the environment? 6 lessons Learning how people can care for others and the environment through exploring the needs of babies, young children and pets, alongside ways to improve their school and local area. Pupils investigate how rules help communities stay safe, happy and fair, and consider how they can make a positive contribution to the world around them.
Summer 1	Health protection: How can I protect myself and others in daily life? 6 lessons Exploring illnesses and injuries, understanding the roles of different healthcare workers in prevention and treatment and practising how to get medical help. Pupils investigate how germs spread, practise ways to reduce the risk of illness and learn when and how to seek help in an emergency.
Summer 2	Staying safe: How can I stay safe? 6 lessons Recognising how rules help to keep people safe by identifying everyday hazards and understanding situations that could cause harm. Pupils explore ways to stay safe around roads and potentially dangerous items, recognise body clues that signal a problem and learn how to seek help from a trusted adult when needed.

Year 2

Autumn 1	My healthy self: How can we look after our bodies? 6 lessons Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink on the body. Pupils identify healthy habits, including eating fruit and vegetables, drinking water, resting well and caring for their teeth, before planning a simple healthy daily routine.
Autumn 2	Connecting with others: How can I build safe, kind and caring relationships with others? 6 lessons Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive relationships. Pupils recognise unkind behaviour, including bullying, explore personal space, privacy and boundaries and identify trusted adults who can help them when they feel worried or unsafe.
Spring 1	The online world: How can we stay safe online? 6 lessons Developing an understanding of how people use the internet safely, including sharing information, protecting private information and recognising that not everything online is real. Pupils apply their understanding by identifying safe and unsafe online situations, evaluating online content and explaining how to respond safely when they need help.
Spring 2	Citizenship: How do people belong to a community and earn money? 6 lessons Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money comes from.
Summer 1	Growing up: How can we look after and respect our bodies as we grow? 6 lessons Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries. Pupils learn that change is a normal part of growing up, use the correct scientific names for private body parts and identify trusted people who can help if they feel worried or unsafe.
Summer 2	Staying safe: How can I make safe choices in different places? 6 lessons Understanding that unsafe situations at home and in public, including common hazards and behaviours that can make someone feel unsafe. Pupils identify when words, actions or touch are not okay, practise saying no and learn how and when to seek help from a trusted adult.

Year 3

Autumn 1	My healthy self: How can I take care of my mind and body? 6 lessons Examining the connection between the mind and body by recognising and describing a wide range of emotions and feelings. Pupils identify habits that support healthy sleep, consider the impact of bullying on wellbeing and learn how and where to access support when needed.
Autumn 2	Connecting with others: What helps us feel safe and included? 6 lessons Recognising their own strengths, qualities and boundaries, pupils develop self-worth and confidence in expressing themselves respectfully. Pupils explore how families and friendships provide support, practise ways to repair friendships and identify different types of bullying and how to respond to them.
Spring 1	The online world: How should we communicate online? 6 lessons Exploring online and in-person communication, including respectful behaviour, misunderstandings and how communication can affect safety online. Pupils identify unsafe online situations, consider how to respond to online bullying and apply their understanding to communicate safely and respectfully online.
Spring 2	Citizenship: What rights and responsibilities do we have? 6 lessons Learning about rights, responsibilities and citizenship by exploring children's rights, human rights and why they matter. Pupils explore how responsible choices support people and the environment, including reducing waste and understanding how local councils help meet their communities' needs.
Summer 1	Health protection: How can we prevent illness and injury and respond if they happen? 6 lessons Investigating how healthy habits, medicines and healthcare help prevent illness and protect wellbeing. Pupils apply their understanding by making informed decisions about hygiene, sun safety and seeking medical help, while practising basic first aid and learning when to call 999.
Summer 2	Citizenship: What careers do people choose and why? 6 lessons Learning about the world of work by exploring different jobs and career routes, what can influence career choices and how strengths and skills can be useful across different roles. Pupils develop an understanding of gender stereotypes and how they can be challenged, while considering why people may change careers and how existing skills and experience can support new opportunities.

Year 4

Autumn 1	My healthy self: How can I make healthy choices? 6 lessons Understanding how healthy choices, including exercise, nutrition and hydration, support physical and mental wellbeing. Pupils identify strategies for developing a growth mindset and consider how kindness and helping others can positively affect their own wellbeing and that of others.
Autumn 2	Connecting with others: How can we respect each other? 6 lessons Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. Pupils develop strategies for building trust and resolving friendship challenges, practise responding to bullying and learn how stereotypes can negatively affect people and communities.
Spring 1	The online world: How can we decide what to trust online? 6 lessons Developing critical thinking skills through exploring how information is found, shared and presented online. Pupils evaluate the reliability of digital content by checking sources, identifying misleading information and comparing evidence before deciding what to believe.
Spring 2	Citizenship: How can I spend money responsibly? 6 lessons Learning about managing money by examining the different ways people pay for things, including cash and bank cards. Pupils develop an understanding of budgeting, value for money and responsible financial decision-making, while considering how money can influence people's feelings and choices.
Summer 1	Growing up: How will my body and emotions change as I grow up? 6 lessons Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.
Summer 2	Staying safe: What signs help me recognise what is safe or unsafe? 6 lessons Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to cross roads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.

Year 5

Autumn 1	My healthy self: How can I support my mind and body as I grow? 6 lessons Understanding how everyday choices can support physical and emotional wellbeing by exploring nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.
Autumn 2	Connecting with others: Why are healthy relationships important? 6 lessons Investigating identity, values and relationships by considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.
Spring 1	The online world: How am I influenced by what I see online? 6 lessons Considering how online content can influence choices by examining advertising, influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.
Spring 2	Citizenship: How can we make a difference in our communities and beyond? 6 lessons Developing active citizenship skills through exploring how people can make a difference in their communities and beyond. Pupils learn how individuals, community and pressure groups, local councillors and MPs can influence change in government.
Summer 1	Growing up: How can I manage the changes to my body and emotions as I grow up? 6 lessons Understanding the physical and emotional changes that happen during puberty, including their impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.
Summer 2	Citizenship: How can we be in control of our money? 6 lessons Building financial awareness by distinguishing between needs and wants, creating budgets and understanding borrowing and lending. Pupils consider the risks of spending money online, learn how to keep money safe and recognise the risks associated with gambling.

Year 6

Autumn 1	My healthy self: How do my choices today shape my future health? 6 lessons Learning about the importance of daily dental care and how choices about food, drink and lifestyle can affect long-term health and wellbeing. Pupils think critically about healthy eating, including calories as a unit of energy, and consider how habits and reactions can influence relationships, learning and future success. They also explore how a growth mindset can build confidence and resilience when facing challenges.
Autumn 2	Connecting with others: What does it mean to stand up for myself and others? 6 lessons Developing self-respect and resilience by setting personal goals and practising respectful behaviour in different situations, including online. Pupils build skills in setting boundaries, challenging stereotypes, discrimination and bullying, and recognising when to seek help from trusted adults and support services.
Spring 1	The online world: How do I feel about the things I see online? 6 lessons Exploring how online experiences can influence our thoughts, feelings and behaviour, and recognising online risks to support safe decision-making, including learning how to respond to online bullying and other harmful behaviour.
Spring 2	Citizenship: How can we protect everyone's rights? 6 lessons Exploring human rights, laws and how the legal system helps uphold fairness in society. Pupils consider the consequences of breaking laws, examine prejudice and discrimination, and identify ways to challenge stereotypes to promote equality and inclusion.
Summer 1	Staying safe: How can I stay safe as I grow up? 6 lessons Developing understanding of hazards, risks and safer choices by exploring how to stay safe at home, outdoors, on public transport and around water. Pupils also consider how peer pressure, consent, boundaries and drug misuse can affect decisions and learn strategies to protect themselves and others.
Summer 2	Sex education: How do people become parents and carers? 6 lessons Learning the correct terminology for body parts, pupils develop an understanding of how babies are conceived, grow during pregnancy and are born. They learn about consent and the legal age of consent, explore different types of families, and understand the responsibilities and lifelong commitment involved in having a baby.